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ABSTRACT

Developed by teachers to provide a district-wide description of English course content, this curriculum guide is intended for use as a basis for planning instructional activities in a number of areas. The guide consists of four main sections: (1) an introduction, which provides a statement of philosophy, a scope and sequence of skills within English courses, and brief course descriptions; (2) discussions of the writing process, of effective writing programs, and of effective reading programs; (3) a taxonomy of skills sequenced according to the grade level in which each is introduced, taught, reinforced, and maintained; and (4) course descriptions providing course goals, objectives, concepts and skills, and suggested methods, activities, and materials. Appendixes contain descriptions of Bloom's taxonomy, a definition and designation of college preparatory English courses that meet the specifications of the California State University system, a statement of the English preparation necessary for admission to the University of California system, a list of graduation requirements for Hayward High School, lists of materials for precollege reading, lists of materials available from the high school library, and a scoring guide for student written work. (FL)

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Hayward Unified School District

HIGH SCHOOL CURRICULUM GUIDE IN ENGLISH

for
Hayward High School
Mt. Eden High School
Sunset High School
Tennyson High School
Kingston High School

1984

CS208 456

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HIGH SCHOOL CURRICULUM GUIDE

in

ENGLISH

presented to the

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TABLE OF CONTENTS

Page No.

I. INTRODUCTION

Curriculum Guide Introduction........................ 1
Philosophy and Goals................................ 3
Expected Standards of Student Achievement......... 4
Scope and Sequence Outline......................... 5
Language Arts Course Descriptions.................. 6

II. PROCESS

The Writing Process................................ 8
Review of Research on the Teaching of Writing..... 19
Reading and Literature............................. 21

III. CONTINUA

Taxonomy of Cognitive Skills - Reading/Literature.. 23
Skills Continuum - Reading/Literature.............. 24
Taxonomy of Cognitive Skills - Language Arts...... 40
Skills Continuum - Language Arts.................. 41

IV. COURSE GUIDES

English Skills A................................... 52
English Skills B................................... 60
English C.. 70
English D; English DD.............................. 78
English Ep; English EEp............................ 85
English Fp; English FFp............................ 92
English Gp; English GGp............................ 99
English Hp; English HHp; English HHHp............ 106

V. APPENDIX

Bloom's Taxonomy.................................. A1
Definition and Designation of College Preparatory
English Courses................................... A4
Requirements for Graduation from Senior High School A9
Suggested Pre-College Reading..................... A10
Class Sets Available from Library & Media Services A18
Holistic Scoring Guide Grades 9-12................ A22

Hayward Unified School District

CURRICULUM GUIDE

INTRODUCTION

This curriculum guide was written as a result of Hayward's Curriculum Review Process. It is the product of all the teachers in this subject area meeting and discussing the content and process of instruction. It reflects the consensus of Department Chairpersons from each high school on the most effective course content and instructional process.

RATIONALE

This guide was developed to provide a district-wide description of course content within the subject area. It serves as a valuable resource to teachers, administrators, support personnel, parents and the general public. It is intended for use as a basic guide for planning instructional activities. The "Suggested Methods and Activities" section simply presents possible alternatives to achieving the listed objectives and should not be regarded as the best or only means of approaching course goals. This guide also serves as a frame of reference for articulation, both within levels and among schools.

CONTENTS

The curriculum guide for each area includes all of the following components. Where the unique nature of a course of program requires, minor modifications have been made. Each guide contains:

Introduction. Each subject matter committee has developed a statement of philosophy, a scope and sequence of skills within courses, and course descriptions. Each course description is intended to clearly communicate to students and parents the nature of a class so that choices can be made. These are the same descriptions that appear in the Course Catalog. The length of the course, any prerequisites, the number of units that may be earned and the reading level of students who may take the course are indicated prior to each course description.

Continua. A taxonomy of skills, sequenced according to the grade level in which it is introduced, taught, reinforced and maintained, has been included. Each subject matter continua was developed by a committee of teachers in that subject area, administrators, parents and students. The Hayward Unified School District Skills Continuum represents the identified, sequenced skills basic to thirteen subject areas.

Course Guides. These guides have been developed for each course offered within the subject area. They contain:

- Goals of the course
- Course objectives
- Concepts and skills
- Suggested methods and activities
- Suggested materials

INTRODUCTION (continued)

Appendix. Resource materials have been included for the benefit of those planning instructional activities. These various materials also provide information on course requirements for college entrance and graduation where applicable.

This curriculum guide is part of a continual process. Revisions will be made on an ongoing basis, according to the Curriculum Review Process developed by the Hayward Unified School District.

PHILOSOPHY AND GOALS

Language development is an ongoing, natural, interactive process. Teachers in all subject areas contribute to that development. The English teacher, however, is charged with the responsibility for developing students' skills in listening, speaking, reading and writing.

Language growth is not, however, simply an acquisition of basic skills. It provides for the development of communication channels that link one human to another. Through language experiences, students may gain insight into diverse cultures, historical periods, and the values and ideas expressed by others. Language is the vehicle used to transmit our culture and to record its past.

Clearly language is an essential skill. Success in vocations and professions depends on proficiency in language. Also, success in the training for these life experiences requires language ability. Even clear thinking is connected to one's ability to process language.

Hayward places a high value on language instruction. Every high school student in Hayward will be enrolled in an English class for five years 8-12. Successful completion of four years of English (9-12) will be required for graduation from Hayward's high schools beginning 1987.

California State's Handbook for Planning an Effective Literature Program is still being revised; however, its draft lists the values of a good literature program. These values reflect the goals of Hayward's English program in the area of literature. They are:

1. Values clarification.
2. Better understanding of life and one's self through the vicarious experiences provided by literature.
3. Transmission of our society's cultural heritage.
4. Increased appreciation of the cultural heritage of others.
5. A central area of study in the humanities.
6. A vehicle to motivate learning in other language arts areas and, indeed, in other areas of the curriculum such as science, social studies, music, psychology, and art.
7. A vehicle for helping student realize the responsibilities and obligations of those who live in a free democratic society.
8. A means for becoming more sensitive to the needs and aspirations of others - that is, for growing as a human being.

Numerous other goals in the area of language development are reflected in this curriculum guide. They are listed after each course description.

EXPECTED STANDARDS OF STUDENT ACHIEVEMENT

The scope and sequence outline which follows indicates the skills students should master at each of the five course levels. The skills are divided into five categories, each to be integrated throughout the year the course is taught.

Placement of students in this scope and sequence is based on teacher recommendation. Students are given a reading test which determines their grade level reading ability. The Language Arts teacher assesses each student's achievement in the five skill areas, then indicates the most appropriate placement.

If a student reads below 7.5 grade level ability, his placement would be in one of the remedial classes, English A, B or C, and his instruction would be individualized to his specific needs. If he reads above 7.5, he is eligible for courses D through Hp. If he is an exceptional student in his Language Arts skills, he is eligible for placement in courses DD, EEp, FFp, GGp and HHp.

Although the scope and sequence outline and the course guides do not distinguish between the single letter course strand (D-H) and the double letter course strand (DD-HH), there is a qualitative difference in these two strands. The single letter strand will progress through the entire taxonomy of skills (see Appendix, Bloom's Taxonomy) but will emphasize knowledge, comprehension, and application. The double letter strand will also utilize the taxonomy, with emphasis on analysis, synthesis and evaluation.

SCOPE & SEQUENCE OUTLINE
Language Arts

COURSE LEVEL	WRITING/GRAMMAR	READING/LITERATURE	ORAL LANGUAGE	VOCABULARY/SPELLING	STUDY SKILLS
D: Knowledge Comprehension	Review sentence development, emphasize quality...multiple sentence combining...paragraph: topic sentence, support, clincher	Review/strengthen basic skills in literal meanings...main idea, sequence, recall details, cause/effect...proper syntax...plot, setting, main characters...Min. reading ability: 8 Adventures for Readers, Book Two	Take turns in class question / answer situation...express opinion and feeling	Review roots, prefixes, suffixes Vocabulary Workshop, second course and Level D	Familiarize with library: location of different types of books, card catalogs, ref. materials, magazines, etc... establish appropriate quiet studious behavior; learn check-out procedure...Outlining: introduce notetaking, ordering ideas & simple outline of main ideas...Familiarize w/daily newspaper: developing reading habit, learn parts
E: Comprehension Application	Develop paragraphs (kind, quality) with supports, explanation, incidents, definitions...move beyond list-type paragraph...multiple paragraphing: introduction, conclusion, basic 5-paragraph composition (REACH)	Figurative meaning...interpret details...classify...description of character...movement of plot: turning point...fact/opinion... proper syntax...reference/library skills... Minimum reading ability: 9 Adventures in Reading	Present demonstration, oral reading...short speech to group	Strengthen roots, prefixes, suffixes Vocabulary Workshop, third course and Level E	Library: be able to identify 3 types of cards in catalog & use Dewey Decimal or Library/Congress system to locate book; choose ref. material appropriate to information needed; maintain respect for library... Outlining: develop 8th grade skills & introduce complex outl. including central thoughts & supporting details...Differentiate fact/opinion in newspaper; develop awareness of bias; study editorials
F: Analysis	Develop essay: voice, cohesiveness, transitions, expand five paragrpahs...quality of paragraph...improve connections between paragraphs...move into supporting main idea with other than own ideas, i.e. hypothetical example, testimony, statistics	Point of view...figurative language, metaphor, similies...sophisticated fact/opinion bias... develop & growth of character... prediction in plot...inference... syntax↔meaning...identify literary forms Minimum reading ability: 10 Adventures in Appreciation	Participate in round-table discussion with support for statements ...exhibit courtesy when others speak and ability to "take off" from others' ideas	Review analogies, synonyms and antonyms Vocabulary Workshop, fourth course and Building an Enriched Vocabulary	Library: learn use of periodical guide & microfilm...Outlining: continue development of complex outline...Study propaganda in newspaper/magazines/TV ads and articles...Reading/lit. skills: fact/opinion, bias, inference
G: Synthesis	Explore different writing: monologue, dialogue, creative writing...use parable, analogy, in personal essay...more sophisticated support for essay	Style...motive (affect choice of style)...analogy, symbolism...refine inference...syntax↔style... denotative vs. connotative associations...differentiate literary forms Minimum reading ability: 11 Adventures in American Literature	Establish mood, tone, etc. with voice...present original material either individually or with group...dramatic reading, play, etc.	Strengthen contextual clues...SAT, ACT word lists Vocabulary Workshop, fifth course and Vocabulary for College A & B	Library: familiarize & use community libraries... Outlining: reinforce... Study & practice writing style of newspaper
H: Evaluation	Analytical paper on literature ...concentrate on thesis statement, sustaining through lengthy paper...in-depth work with literature...focus on ability to make sustained effort	Compare/contrast...analysis of prose & poetry...Identify literary themes...critique literary forms... review tone, setting, characterization, style & plot Minimum reading ability: 12 Adventures in English Literature	Present and defend analytical paper & personal essays...Participate in class discussion on prose, poetry & personal essays	Master word lists taken from Vocabulary for College...review frequently misspelled word lists (Warriners) Vocab. for College C & D Vocabulary Workshop, complete course	Library: Review acquired skills for notetaking, editing, outlining, & proofreading...use newspaper/magazines... strengthen reference/library skills

Revised 5-18-84

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Hayward Unified School District
Division of Instruction

LANGUAGE ARTS
Course Descriptions - English A-H

1110 English Skills A	1 Year
Reading Level Achievement: 1 - 3.9	10 units

This course is designed for students who have not mastered third grade reading skills. Prime emphasis is on the basic skills of reading including the REACH minimum proficiency levels 17-29 in Reading. The student will master writing grammatically correct complete sentences and multiple sentences according to the REACH Writing System. Vocabulary development and literal comprehension skills will be stressed. Speaking skills stressed will include an oral recall of facts from a reading selection and a group discussion. Homework may be required.

1120 English Skills B	1 Year
Reading Level Achievement: 4 - 5.9	10 units

This course is designed for students who have not mastered fifth grade reading skills. It will focus on the student's development of reading, vocabulary, spelling, grammar, sentence writing and questioning skills. This course will also focus on the REACH minimum proficiency levels 30-42 in Reading. Oral discussion of reading selections will be emphasized. Homework may be required.

1130 English Skills C	1 Year
Reading Level Achievement: 6 - 7.5	10 units

This course is designed for students who have not mastered seventh grade reading skills. It is a developmental reading course including the essentials of composition, English grammar, spelling, and vocabulary development. The student will master REACH minimum proficiency level skills 17-42, and the Second Paragraph Guide as described in the REACH Writing System. The course will also stress informative and descriptive oral presentations. Homework may be required.

1210 English D; 1220 English DD — 1 Year
Prerequisites: 8th grade reading achievement — 10 units

This course is designed to review and strengthen a student's basic reading and writing skills in preparation for acquisition of more advanced learning. The course will focus on paragraph writing; literal meanings in literature; grammar, vocabulary and spelling skills related to the writing of complete sentences; and the ability to respond to questions and express opinions verbally. Homework will be required.

1250 English Ep; 1260 English EEp — 1 Year
Prerequisites: 9th grade reading achievement — 10 units

This course is a basic course in developing writing style and interpreting literature. It will prepare a student for the minimum proficiency tests in Reading and Composition. It will include a review of paragraphing and will focus on the development of a five-paragraph essay. Grammar, vocabulary and spelling skills will be strengthened through student writing. Reading skills will be improved by stressing the ability to interpret as well as recall details in literature. Oral language will be improved via oral presentations. Homework will be required.

1310 English Fp; 1320 English FFp — 1 Year
Prerequisites: 10th grade reading achievement — 10 units

This course is designed to help the student better express him/herself both verbally and in writing. Essays will be cohesive and use more sophisticated support for main ideas. Grammar, vocabulary and spelling skills will be strengthened through student writing. Oral discussions will focus on supporting one's own ideas and expanding another's thoughts. In literature, non-literal meaning will be stressed. Homework will be required.

1350 English Gp; 1360 English GGp; 1370 English GGGp — 1 Year
Prerequisites: 11th grade reading achievement — 10 units

This course is designed to expand a student's experience in literature and writing. While continuing to work on the personal essay, this course will also focus on other forms of composition. Grammar, vocabulary and spelling skills will be strengthened through student writing. The student will differentiate among literary forms and styles. Theme, analogy and symbolism will be used to interpret literature. Homework will be required.

1410 English Hp; 1420 English HHp; 1430 English HHHp — 1 Year
Prerequisites: 12th grade reading achievement — 10 units

This course is designed to review and conclude the sequence of skills developed during high school. Students will present and defend in-depth analytical papers requiring sustained reading, writing and thinking. Students will strengthen their grammar, vocabulary, and spelling skills using frequent personal and analytical writing assignments. Students will practice their reading skills by analyzing prose (novels, short stories, essays, plays) and poetry. Homework will be required.

The Writing Process

The writing process might be described as having several stages or phases, including pre-writing, writing, responding, revising, editing, developing skills with the conventions of writing, evaluating, and post-writing. (While the writing program should include opportunities for students to become aware of these stages and to have learning experiences in each of them, the stages should not be thought of as necessarily sequential or linear in nature.) The stages are largely recursive; for example, during the writing stage students might edit for the conventions of writing (spelling, punctuation, grammar, usage) as they proceed with composing their ideas. Similarly, many will revise as they go and then revise again later after they receive responses to what they have written.

Some writing assignments may not require attention to each of the stages identified above. Informal writing in journals and brief written exercises to help students attain greater fluency, for example, may not require as much attention to each of the stages as essay writing or other formal expository writing may require. Also, the amount of attention that should be given to each stage will vary from student to student. However, because several of these stages are frequently overlooked in writing programs, conscious efforts should be made to provide students with experiences with all of them.

PRE-WRITING — the First Stage

Pre-writing is the first stage in the writing process. It includes any experience, activity, or exercise that motivates a person to write, generates material and ideas for writing, or focuses a writer's attention on a particular subject. Pre-writing stimulates and enlarges thought and moves writers from the stage of thinking about a writing task to the act of writing. This stage in the writing process is frequently overlooked, and students are merely expected to write without being motivated to do so.

For less experienced students in particular, pre-writing can be thought of as planned learning experiences that occur between the time they are aware of having to write and the time they begin to write. Later, as they become more experienced with writing, they may have less need for extensively planned pre-writing experiences. They will begin to find their sources of motivation and ideas for writing in their daily environment or in their reading. However, many students have not yet reached this level of sophisticated with the writing process. Carefully planned pre-writing experiences will help them to get started by helping them to discover that they have something to say and that they want to say it.

SUGGESTED PRE-WRITING ACTIVITIES

Those who plan writing programs should be resourceful in their efforts to develop and implement successful pre-writing activities. Among them might be the following:

Provide an environment conducive to pre-writing activities, with adequate materials to stimulate writing activities; e.g. works of literature, magazines, posters, photographs, word games, puppets, and so forth.

Provide motivation for writing; e.g. displaying student work, sharing written work with other classes, holding a language arts show, and so forth.

Provide time for the class to discuss the writing assignments.

Provide a variety of activities for gathering inforamtion; e.g. viewing films; interviewing visitors, family, friends, and school personnel; taking opinion surveys - family, friends, and school personnel; hearing stories; reading self-selected materials; and going on field trips to interesting places in the community.

Provide opportunities for students to interact and to discuss informally with one another their ideas and plans as they begin to write.

Make use of the technique of "clustering" as a means for eliciting student writing. Using this technique, the teacher writes a key word on the chalkboard and then surrounds it with other associated words that are suggested by a group of students. By drawing lines to show relationships between the words in the cluster, the students begin to develop ideas and are ready to begin writing.

Make use of improvisational drama and other dramatic activities, both within and outside the classrooms, as motivation for writing.

Lead the class in a brainstorming session on an announced topic during which all student contributions are listed. Students can then select from among these and arrive at a more specific topic about which they will write.

WRITING THE DRAFT — One Stage in the Process

Writing involves teachable skills, but a writing program that includes only skill development will ultimately prove ineffective. Attention must also be given to the composing process itself. Furthermore, most classroom writing should be seen as simply one stage in the entire process of producing a finished written statement. The process should begin with a series of carefully planned pre-writing activities; after a first draft has been completed, the subsequent stages include receiving responses from the teacher, peers, and others; revising; editing; and learning to observe the conventions of language. Subsequent stages include evaluation and post-writing. The writing stage may require the least amount of time in the process.

For some writers who have spent sufficient time in the pre-writing stage, the actual writing of the first draft will proceed smoothly and rapidly, often being completed in one sitting. At other times the same writer may struggle back and forth between pre-writing, writing, and rewriting. However, the writing of the first draft can be thought of as the fulcrum of the writing process.

Writing, when it is not the mere transcribing or paraphrasing of someone else's work, is the written expression of the writer's ideas synthesized from experience. Writing is the revision of one's thinking that is narrowed to include only the subject at hand. A learning sequence based on this concept of writing might have students begin the process by watching someone else write one word or a simple sentence based on his or her personal experience. Then they would gradually take over the writing process themselves; and, finally, they would share the products with a specific audience. Later, as the students' abilities to engage in abstract thinking increase, the students can use their abilities to communicate through writing as a means of taking in, processing, and communicating new information and ideas.

The Writing Process

An effective writing program at any level provides many opportunities for students to develop confidence and fluency, free of the sometimes paralyzing fear of making errors in their writing. Those in charge of the writing program will recognize that only after students have developed this freedom and confidence will they be able to consider adequately the needs of their audience and the purpose of their writing.

Writing to Develop Fluency

Fluency is the facility writers have for using appropriate language and putting their thoughts on paper. If writers are fluent, their words flow onto the page with relative ease. Students who write fluently are likely to discover that they have much to say. They express their ideas, feelings, and reactions to events around them relatively easily. They are not preoccupied with matters of correctness in their first draft.

Students lacking fluency are easy to identify. They fidget. They are easily distracted. They do not know what to write about and usually need to have the directions for a writing assignment explained several times. They need constant assurance that their work is acceptable. They often are so preoccupied with correctness that they write very little. Writing for them is a word-by-word struggle.

Teachers can improve their students' abilities to write fluently by motivating them to write daily and extensively and in more than one subject area. For example, they could be asked to write entries in a journal or diary, letters, vignettes, reports, brief narrations and descriptions, and précis. Having students write as many words as possible within a specific time without worrying about correctness is also an excellent way to help them increase their fluency. As students develop fluency in their writing, they can begin to concern themselves with observing language conventions and with addressing specific purposes and audiences.

SUGGESTED ACTIVITIES TO HELP STUDENTS DEVELOP FLUENCY

Write as much as they can about a given subject within a specified period of time without the pressure of competing or of being graded.

Keep journals or learning logs about their classroom experiences. A learning log is a student-maintained log in which the student, through writing, attempts to explain a presentation, concept, or lesson just learned. This explanation may be directed to the teacher, the writer, a close friend, an imaginary audience, or others.

Listen to stories and then record their thoughts about what they have heard.

Keep notes, journals, logs, or diaries of school experiences, such as readings, discussions, experiments, projects, and excursions. These can later be used for "writing for an audience."

Dictate ideas, stories, or descriptions of events to another person who records the material. This can be an easy way of producing a first draft, which the students can revise.

Participate in clustering activities at appropriate times.

Make lists of familiar objects.

Read extensively and analytically the works of fluent writers.

Writing for an Audience

Writers may address numerous audiences, but they are their own first audience. Writing for oneself can take various forms, such as journals, diaries, learning logs, and poems. Such egocentric writing may not be fully understandable to others. However, such writing is most important in helping writers discover what they believe, know, and wish to say before they write for a larger audience.

Among the other audiences to whom students may wish to write are parents, other family members, classmates, friends, neighbors, and pen pals. The classroom climate should be such that they feel they can write to their teachers as trusted adults, as partners in learning, and, only later, as evaluators. These known audiences require that writers communicate their feelings and ideas in forms more controlled than those they use when writing only for themselves. As they write, they must constantly envision their audience. To their friends, teachers, and parents, they may wish to write letters, brief narrations, poems, vignettes, plays, reports, research papers, and brief autobiographies. To more distant readers, they may wish to write business letters, letters of request, letters to editors, news reports, articles, and instructions.

Ultimately, students should learn to write to broader unknown audiences. Here again, they should try to envision the characteristics of the broader audience they are addressing. As they do so, they will need to adjust the nature of their diction and rhetoric with this larger audience in mind.

SUGGESTED ACTIVITIES TO HELP STUDENTS IMPROVE THEIR ABILITIES TO WRITE FOR VARIOUS AUDIENCES

Select a real or imagined event (news report, sporting event, accident) and write about the event twice, each time to a different audience.

Write to persuade a particular person or group to agree to do something unusual.

Write letters to a given audience for a specific purpose (get well, complaint, letter to an editor).

Write about what they have learned in various subjects for audiences composed of younger students or students who are unfamiliar with the subject.

Interview people in the school or community, and prepare a written report of the interview for publication for a general audience.

Write the same message in several different forms to several different audiences.

Write parts of stories by creating new endings, different points of view, new characters, or additional incidents.

Select an audience for descriptions, vignettes, short narrations, stories, or poems; use story starters, photographs, magazine pictures, art, music, or their own journal entries as sources of motivation.

React to books they have read in these ways:

a. Select a character and write a story that places him or her in a totally different setting.
b. Write a letter to one of the characters.
c. Have a character write a letter to the editor or a columnist.
d. Write a report of an interview or conversation with one of the characters.

Writing with Purpose

In addition to learning to write fluently and to address a variety of audiences, students also need to identify a specific purpose for each piece of writing. Indeed, the purpose can be a prime source of motivation for writing. Examples of possible purposes might include writing to inform, to explain, to comfort, to record, to persuade, to complain, or to entertain. Purpose should be determined early in the writing process so that it can serve as an underlying guide to the diction and rhetoric used. Having a purpose is also important when decisions about grammar and usage must be made, especially during the revision and editing stages of the process. Students need to have experiences in writing for a wide range of purposes so that they may learn what effect different purposes can have on the writing process. They need to become aware of semantics or the emotional overtones of many words and to use these advisedly.

Deciding on the purpose of a piece of writing is related to decisions regarding the nature of the audience, and students need practice in discovering this interrelationship. A useful method is to have them write to different audiences with a single purpose in mind or to have them write to the same audience for varied purposes.

Students may require help in defining various purposes for writing, and teachers should help them discover the writers' purposes in the various selections they read; e.g., writing that informs, evokes, explores, or persuades. Finally, students should be introduced to these purposes for writing as the need for them arises, rather than according to a fixed outline.

SUGGESTED ACTIVITIES TO HELP STUDENTS IMPROVE THEIR ABILITIES TO WRITE FOR A PURPOSE

Compile lists of purposes for writing; e.g., to inform, to explain, to delight, to persuade.
Study and discuss models of various purposes for writing.
Identify the writers' purposes in what is read.
Write on the same topic with different purposes in mind.
Rewrite a completed piece for a new purpose.
Parody a piece of writing to show shift in purpose.

RESPONDING — Reacting to What Was Written

Through a reader's response, which can occur at almost any time in the writing process, a writer makes overt contact with an audience. The reaction of a reader to a piece of writing is usually expressed through questions, suggestions, and statements to the writer about the content or form of what was written. The audience can be a teacher, a peer, a group, a holistic scoring team, or anyone who responds to a piece of writing. It hsould be borne in mind, however, that response is not the same as evaluation, because it is usually a quick first reaction that is general in nature.

One effective way of providing student writers with useful audience responses is by having groups of peers provide the student writers with reactions to early drafts of their writing. These comments serve to help writers clarify their ideas and purposes and to eliminate mechanical errors which block reader comprehension. As students make suggestions about the writing of others, they gain a better understanding of the writing process themselves. Since good student writers rely heavily on revision as a means of clarifying and improving their writing, audience response to their writing is particularly valuable in the revision process.

SUGGESTED ACTIVITIES WHICH ELICIT RESPONSES TO WRITING

To help students respond constructively to each other's work, teachers:

May conduct whole-class response sessions by using reproduced copies of the students' work or by making use of an overhead projector to examine the work. To avoid embarrassing students and possible discouraging them from writing, the identification of each student writer can be concealed in such sessions. Teachers may role play different types of responses to teach students how to make specific observations which go beyond initial vague and general statements of likes and dislikes.

Might provide response sheets, forms, or open-ended sentences that allow students to make written responses to each other's writing. Response sheets may call for responses by individuals, or they may contain space for several people to respond.

Might provide demonstrations of the group processes involved in conducting effective sessions on responding to student writing.

Might give students two versions of the same piece of writing, and ask them to comment on the differences.

Might arrange small response groups of two to five students. Encourage students to share their work by reading aloud or by exchanging papers. In this way, all members of the group will receive immediate audience reaction while they are in the process of composing.

Might establish a schedule of individual consultations with students regarding their writing.

REVISING — Reexamining What Was Written

The response process is an essential step in helping students see their work through the eyes of others. Revision is the next step.

For many teachers and students, the word revise means "proofread, edit, and copy it over in ink." A true revision, however, involves a process during which a writer "resees" and "rethinks" a piece of his or her writing many times while writing and rereading it, with special emphasis on how effectively the written material communicates his or her intent to the audience.

During this recursive or recurring process, students need to consider such matters as unity, development, order, clarity, emphasis, and word choice. They also need to examine their work in terms of its organization and the possible need for reasons, examples, or other supporting evidence. They might consider adding further supporting information, qualifying details, concrete examples, sensory details, and transitional words, phrases, and sentences. They might need to change the emphasis or focus of a statement or to insert arguments to meet possible objections to what they have said. They might try reading their work aloud to try to discover possible misstatements, errors, or sources of confusion. They might try rereading their work to see if such matters as the how, where, what, and when of their statements have been adequately addressed. The degree to which they attend to all of these matters will, of course, depend on the skill and maturity of the students. In any event, revision is a recursive process taking place during writing, rewriting, reading, and rereading.

A well-planned writing program provides instruction in the techniques of revision and opportunities for students to receive responses prior to revising what they have written. It is important to remember, however, that not all writing needs to be taken through the revision stage. Part of learning to revise is learning to decide which pieces of writing deserve or are ready for revision.

Much student writing, as mentioned earlier, should be done for the purpose of developing fluency or for reinforcing the learning of subject matter. The value of such writing is in having the student do it, not in producing a finished piece of writing. Therefore, it does not need to be carefully evaluated and revised, but the teacher may wish to give students credit for doing the writing exercises. However, it is important that students at all levels be taught that revision is an essential step in producing a piece of writing for an audience, and they should be given frequent opportunities to take pieces of writing through the revision stage.

SUGGESTED ACTIVITIES TO ENCOURAGE STUDENTS TO REVISE THEIR WRITING

Distribute copies of writing by peers or from published sources, and have students analyze the passages, raising as many questions as they can regarding clarity, meaning, and emphasis.

Have students in pairs exchange their papers and indicate to each other where clarification or more information is needed.

As a daily writing exercise, give students a general declarative sentence and ask them to turn it into a vivid paragraph by making use of concrete and sensory details.

Have each student write about a topic for several different audiences. For example, a student might write about personal experiences for parents, a close friend, a sibling, a boss, or for the school newspaper.

Have students choose one paragraph or section of a paper, or one paper out of the several similar papers, to revise carefully prior to its evaluation.

Give students examples of the revisions professional writers have made of their own writing.

EDITING — Refining What Was Written

Editing, which is the refinement stage of the writing process, is the cleaning up and correcting of a piece of writing. Although a certain amount of editing may be done throughout the writing process, the major work occurs prior to the evaluating and postwriting stages. A variety of people may assist the student writer with the editing process, including peers, teachers, tutors, aides, and parents.

Editing may be divided into the following categories, which identify matters requiring attention during this refinement step of the writing process: (1) the conventions of writing (grammar, usage, capitalization, punctuation, spelling, paragraphing, and syllabication); (2) diction, that is, examining a piece of writing for appropriate, effective, and precise word choices; (3) syntax, which includes adding transitions, changing sentence structure, and correcting awkward constructions; (4) accuracy of text, which includes the checking of quotations, dates, footnotes, and tabular data; (5) proper manuscript form (margins, headings, subheads, paging); and (6) proofreading and reading the work to ensure that what is on the page is what the writer intended to say.

Just as authors edit their writing prior to submitting it to a publisher, so student writiers need to edit their work prior to submitting it for evaluation. They need to learn how editing adds to the clarity, correctness, and presentation of a paper. An effective writing program acknowledges the importance of editing, helps students learn to appreciate the value of editing, and provides practice for writers to learn to edit their work.

SUGGESTED ACTIVITIES TO TEACH EDITING SKILLS TO STUDENTS

Provide students with written standards for editing, such as a format sheet, proofreading symbols, an editing checklist, and a stylebook. (A number of stylebooks are available, but one of the most complete is A Manual of Style, published by the University of Chicago Press.)

Help students develop, then use, an editing checklist as they edit their own or other students' papers.

Lead an editing session. Teachers may find A Manual of Style helpful in carrying out this task.

Dictate statements for students to write and punctuate.

Have students do sentence-combining exercises. (Teachers may find Frank O'Hare's book, Sentence Combining: Improving Student Writing Without Formal Grammar Instruction, helpful in carrying out this exercise.)

Have students work in pairs or small groups to edit each other's work.

Have students edit examples of writing that contain the specific types of problems that are usually corrected during the editing process.

Developing Skill with the Conventions of Writing

Students can best develop their skill with the conventions of writing as the need for it arises in their work, rather than according to a fixed program. Writing itself, then, becomes the basis for determining which skills need to be learned by which students and at which time. Some writing skills, such as those needed for writing technical papers or preparing advertising copy, may never be developed by some students, because the need for learning them may never arise. Other skills, however, such as building one's vocabulary and using correct spelling, punctuation, usage, and grammatical constructions, are needed by all students in order to ensure that they write clearly and correctly.

One key to successful instruction in the conventions of writing is to work as much as possible with the language which students produce themselves. Confronting them with their own written expression in the light of the conventions or rules of the language often produces the most lasting learning. The issue of subject-verb agreement, for example, becomes important when students see how the lack of such agreement can create confusion in their own writing. Students should be encouraged to edit their own writing by listening to the flow of their language. Gross errors often become obvious when written material is read aloud. Although objective tests can reveal much about the students' knowledge of language conventions, the degree of their mastery of these conventions is best revealed in their own writing.

Various skills are best learned at particular stages of the writing process. For example, vocabulary is often expanded during pre-writing activities, such as brainstorming and clustering. Decisions about usage and grammar often occur during the revision stage when writers may rearrange or combine their sentences. Typically, spelling and punctuation become important when writers proofread their papers in the editing stage of the writing process.

Since students learn at different rates and in different ways, the art of teaching writing conventions is to know when a student is ready to deal with each skill. Learning grammatical analysis, usage, and other conventions makes little sense to students until they are writing, grappling with choices, and making decisions. For example, it is futile to teach the uses of the semicolon unless the student has grasped the concept of coordinate elements. Need appears to be the best motivator for developing writing skills, and it is during the writing process itself when students experience the greatest need for knowing how to use the conventions of writing. Teachers should capitalize on this and be prepared to help their students with such matters at that time.

SUGGESTED ACTIVITIES TO HELP STUDENTS DEVELOP SKILL WITH THE CONVENTIONS OF WRITING

Diagnose students' writing skills through analytical scoring, noting everything that was done well.

Have lists of correct examples of specific writing skills to hand to students who have not demonstrated competency in specific skill areas.

Develop pre-writing activities that generate vocabulary.

Provide spelling and punctuation checklists for students during the editing stage.

Categorize errors in writing so that students notice repeated errors in each category.

Provide practice with sentence-combining activities to illustrate sentence construction, variety, and ways of achieving economy of expression.

Demonstrate how changes in audience and purpose affect decisions about diction, grammar, and usage.

Help students make effective use of grammar and usage handbooks.

EVALUATING — Judging the Writing Constructively

Evaluation is only one aspect of the post-writing stage of the writing process; thus, it should be kept in perspective. Commonly, teachers have "taught" composition primarily by emphasizing evaluation. Students wrote; teachers corrected. Overemphasis on this one part of the writing process should be avoided, because it could teach students that correctness rather than the communication of meaning is what writing is all about. Evaluation should be simply one stage in the overall process.

SUGGESTED ACTIVITIES TO ENHANCE THE EVALUATION OF STUDENTS' WRITING, BOTH COLLECTIVELY AND INDIVIDUALLY

Give students time and instructions on how to evaluate their own writing.

Have an entire class assess sample papers.

Give students training and experience in holistic scoring.

Help students develop a scoring guide for a given assignment.

Have students keep papers in individual folders for periodic review.

Announce the criteria for each assignment and the purposes of evaluation.

Provide appropriate staff development opportunities for all teachers of writing.

POST-WRITING — Realizing the Importance of Writing

Post-writing includes all the activities that teachers and students can do with a finished piece of writing. They may chart it, illustrate it, post it, publish it, mail it, or discard it. This stage in the writing process is designed to help students realize the importance of, and establish value for, their own writing.

Too often students see their writing merely as products for teachers to grade. This limited view leads many students to compose stilted or meaningless prose rather than to communicate something that they care about to an audience they care about. By including post-writing activities as part of certain assignments, teachers can help their students realize the value of their writing.

Often, post-writing will involve the sharing of a written work with an audience. It may range from reading aloud to some form of publishing or display. At other times a piece of writing may be tucked away for personal use, discarded, or evaluated by district office personnel, teachers, students, or peers.

During the pre-writing stage, an awareness of impending post-writing activities can motivate students and give them a sense of audience. Such activities can help them to realize that their work is appreciated and is useful.

SUGGESTED POST-WRITING ACTIVITIES

Publish student writing in class magazines, school magazines, classroom collections, and in community newspapers.

Have students share their writing by reading it aloud to a small group, a class, or a larger school or community audience.

Have students read their written scripts on local radio or cable television.

Have students adapt their narratives for dramatizing on radio or on the stage or for filming or videotaping.

Display in the school and community successful writing of students at all age and ability levels.

Have students exchange writing between classes and schools.

Have student response groups or editorial boards review student writing and edit it for publication.

Have students rewrite a piece by changing the mode, for example, from prose to poetry or drama, or from narration to exposition.

Have advanced bilingual students translate their work from one language to another.

Have students share writing about their cultural heritage with students of other cultural backgrounds.

Suggest that students use journals or other personal writing activities as a means of clarifying their values.

Have students use practical pieces of writing - job applications, resumes, letters, notes, advertising copy - in actual transactions with others.

Have students save their writing on topics of interest for later use as reference material for research work, family histories, or local archives.

Recognize superior writing through writing contests, awards, and assembly programs.

Permit students to set aside or even discard occasional pieces of writing which they do not wish to carry through to a finished product.

from Handbook for Planning an Effective Writing Program, K-12
California State Department of Education
Sacramento, 1982

HANDBOOK FOR PLANNING
AN EFFECTIVE WRITING PROGRAM
K – 12

California State Department of Education
1982

Review of Research on the Teaching of Writing

The basic question the writers of this handbook attempted to answer is "What are the components of an effective writing program?" While the suggestions in the handbook are based on research of teaching practices that have contributed to improvement in writing abilities, they are also based on the professional backgrounds and experiences of the handbook's writers and reviewers. Although many practices merit additional research, much is already known about which practices in teaching the writing process are effective.[1] Since several of these findings are in conflict with widespread practices in the schools, both the effective and ineffective practices are identified here:

- *Grammar.* Perhaps the most widely ignored research finding is that the teaching of formal grammar, if divorced from the process of writing, has little or no effect on the writing ability of students.[2] Studies from 1906 through 1976 have repeatedly reached this conclusion.[3] It seems to make no difference whether the system taught is traditional, structural, or transformational grammar.[4 5] Such instruction, when not directly related with the writing process, does not help students improve their writing.[6]

  Furthermore, some researchers have concluded that in programs in which excessive time is devoted to the study of grammar independently of the writing process, the effects are negative. They have found that the quality of writing of students enrolled in such programs not only does not improve but may even decline.[7] This is not to say that the study of grammar has no place in a writing program. A knowledge of the conventions of the writing of standard English, including appropriate grammar and usage, is important to students, particularly when they edit and revise their writing. However, it is best taught when a specific need for it emerges in a student's writing, not in isolation from actual writing. It is the latter approach to the teaching of grammar which is not supported by research.
- *Sentence combining.* Sentence combining is a technique for combining short sentences into longer, carefully constructed sentences. Over the past ten years, several studies of classes from the elementary school level through the first year in college have shown that sentence-combining exercises, both oral and written, even when conducted with little or no grammatical terminology, can be effective in increasing the sentence-writing maturity of students.[8 9 10]
- *Quantity.* The act of writing, in and of itself, does not necessarily improve the quality of a student's writing. That is, just increasing the number of writing opportunities without providing appropriate instruction and other learning opportunities does not, in and of itself, result in a significant improvement of students' writing skills.[11 12 13 14]
- *Response.* On the other hand, some research indicates that writing which includes responses from peers or teachers produces superior results. Response, the reader's reaction to a piece of writing, appears to be what makes quantity effective.[15 16] (See page 14 in this handbook for a description of responding as one of the steps in the writing process.)
- *Correcting.* Praising what students do well improves their writing more than correction of what they do badly.[17 18] Intensive correction does no more to improve writing than moderate correction.
- *Reading.* Writing programs that encourage students to read extensively and that devote time to the study of written prose are effective in improving student writing.[19 20 21 22 23]
- *Pre-writing.* Most recently, researchers have been focusing more on the process of writing itself and less on teacher behavior and writing as a finished product. These researchers have found that an emphasis on pre-writing activities leads to improved student writing. *Pre-writing,* in this instance, means any exercise, experience, or activity intended to encourage a writer's creative thought prior to the act of drafting his or her manuscript. These structured motivational activities may occur before or during the writing process and involve students in thinking, talking, writing, and working in groups. (See page 9 for a further discussion of pre-writing.)[24 25 26 27 28]

- *Modeling.* Sharing writing with peers, editing in groups, imitating prose models, and encouraging teacher participation in writing assignments are all practices that have resulted in the improvement of student writing.[29] [30]

More and more writing programs based on the research findings cited above are beginning to emerge. Preeminent among these programs are the University of California, Berkeley/Bay Area Writing Project.

Praising what students do well improves their writing more than correction of what they do badly.

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[4] Stephen J. Sherwin, *Four Problems in Teaching English: A Critique of Research.* Scranton, Penn.: International Textbook Co., 1969, p. 156.

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[7] Herbert J. Muller, *The Uses of English: uides for the Teaching of English from the nglo-American Conference at Dartmouth* ollege. New York: Holt, Rinehart and Winston, nc., 1967, p. 102.

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[15] Paul B. Diederich, *Measuring Growth in English.* Urbana: Ill.: National Council of Teachers of English, 1974, p. 22.

[16] Braddock and others, *Research in Written Composition,* pp. 69-70.

[17] Daniel J. Dieterich, "Composition Evaluation: Options and Advice," *English Journal,* Vol. 61 (November, 1972), 1,269.

[18] Charles R. Cooper, "Research Roundup: Oral and Written Composition," *English Journal,* Vol. 63 (September, 1974), 103.

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[20] *Encyclopedia of Educational Research,* Fourth Edition. Edited by Robert L. Ebel. London: The Macmillan Company, Collier-Macmillan Limited, 1969, p. 450.

[21] Heys, "The Theme-a-Week Assumption," p. 322.

[22] Christiansen, "Tripling Writing and Omitting Readings in Freshman English," p. 124.

[23] Nathan S. Blount, "Research on Teaching Literature, Language and Composition," in *Second Handbook of Research on Teaching.* Edited by Robert M. W. Travers. Chicago: Rand McNally and Co., 1973, p. 1,084.

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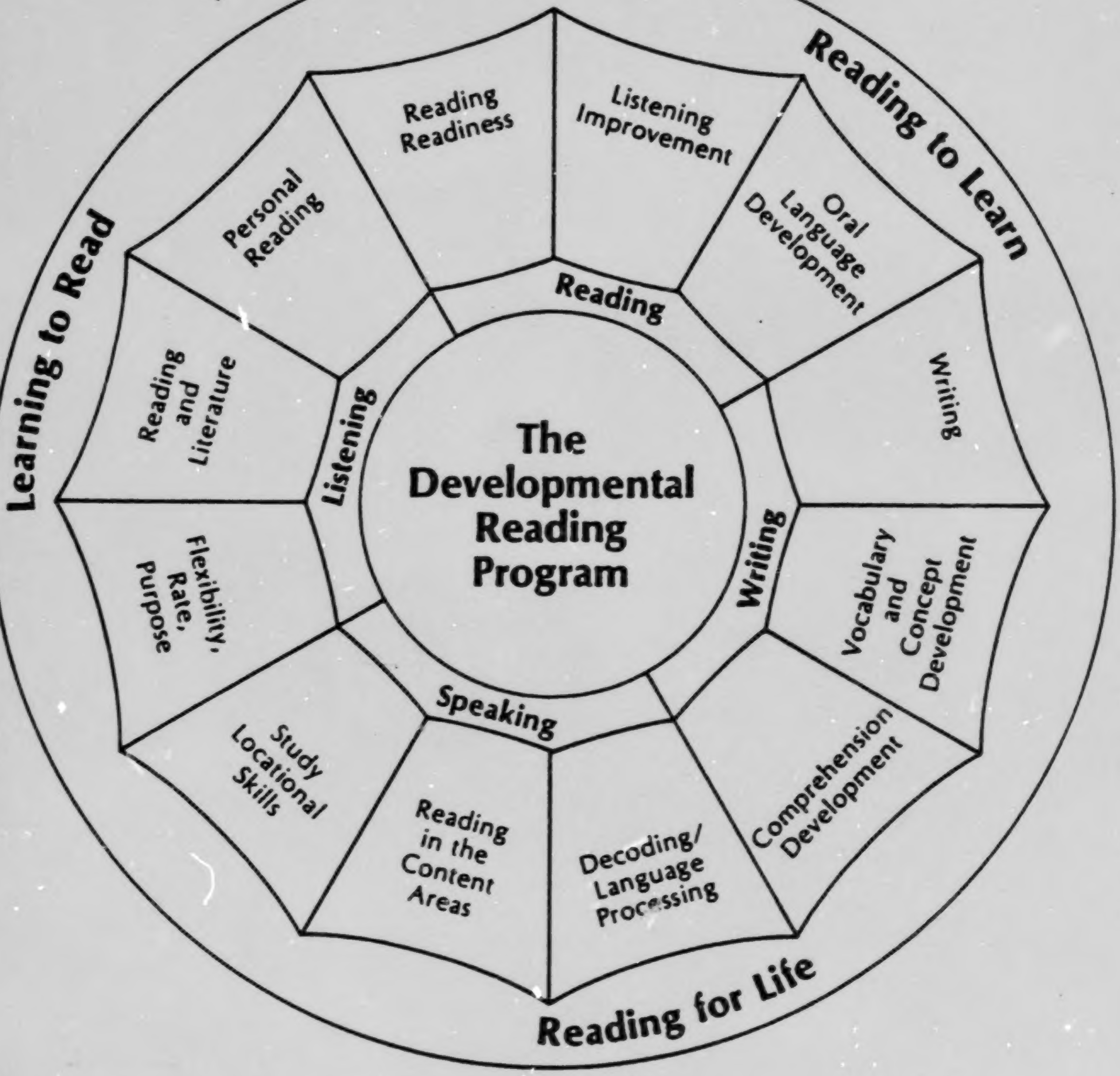

Reading to Learn
Learning to Read
Reading for Life
Reading Readiness
Listening Improvement
Oral Language Development
Writing
Vocabulary and Concept Development
Comprehension Development
Decoding/ Language Processing
Reading in the Content Areas
Study Locational Skills
Flexibility, Rate, Purpose
Reading and Literature
Personal Reading
Reading
Writing
Speaking
Listening
The Developmental Reading Program

Logotype for a Reading Program

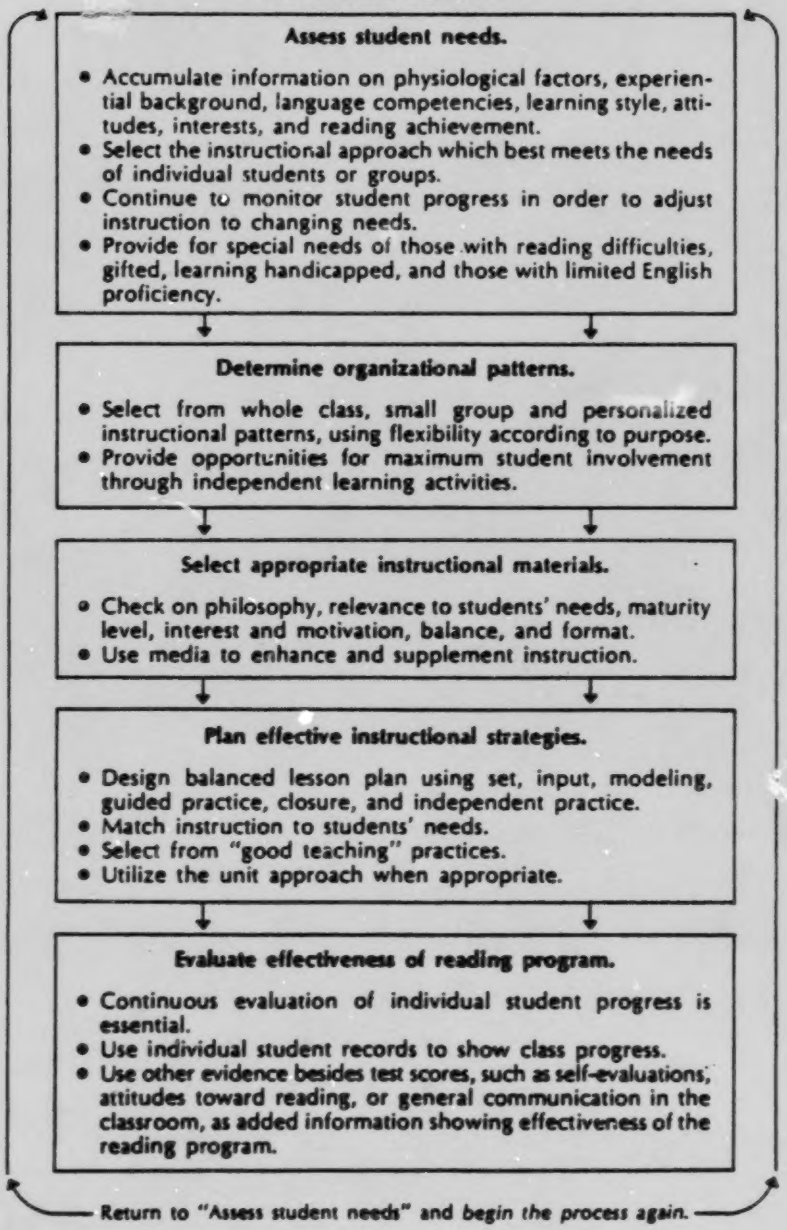
The developmental reading program is viewed as involving three levels: (1) learning to read; (2) reading to learn; and (3) reading for life.

The reading process is viewed as operating on three levels, and they should be viewed as continuous and interrelated.

— PREPLANNING —

- Consider linguistic, physiological, psychological, cognitive, and cultural aspects of reading instruction.
- Consider components of a well-balanced instructional program.
- Consider constraints of space, scheduling, and aide assistance.

— PLANNING FOR INSTRUCTION —



Assess student needs.

- Accumulate information on physiological factors, experiential background, language competencies, learning style, attitudes, interests, and reading achievement.
- Select the instructional approach which best meets the needs of individual students or groups.
- Continue to monitor student progress in order to adjust instruction to changing needs.
- Provide for special needs of those with reading difficulties, gifted, learning handicapped, and those with limited English proficiency.

Determine organizational patterns.

- Select from whole class, small group and personalized instructional patterns, using flexibility according to purpose.
- Provide opportunities for maximum student involvement through independent learning activities.

Select appropriate instructional materials.

- Check on philosophy, relevance to students' needs, maturity level, interest and motivation, balance, and format.
- Use media to enhance and supplement instruction.

Plan effective instructional strategies.

- Design balanced lesson plan using set, input, modeling, guided practice, closure, and independent practice.
- Match instruction to students' needs.
- Select from "good teaching" practices.
- Utilize the unit approach when appropriate.

Evaluate effectiveness of reading program.

- Continuous evaluation of individual student progress is essential.
- Use individual student records to show class progress.
- Use other evidence besides test scores, such as self-evaluations, attitudes toward reading, or general communication in the classroom, as added information showing effectiveness of the reading program.

Return to "Assess student needs" and *begin the process again.*

The Process for Planning a Reading Program at the Classroom Level

TAXONOMY OF COGNITIVE SKILLS

10 ESSENTIAL SKILLS	11 READING/LITERATURE

11.1 Readiness Skills

11.2 Phonetic and Structural Analysis

11.3 Vocabulary Development

11.4 Comprehension Skills

11.5 Reference Skills

- 11.5.1 Use Dictionary Skills
- 11.5.2 Use Reference Source Skills
- 11.5.3 Apply Outlining Skills
- 11.5.4 Use Library Skills

11.6 Rate

11.7 Content Area Skills

- 11.7.1 Apply Reading Skills in Mathematics
- 11.7.2 Apply Reading Skills in Science
- 11.7.3 Apply Reading Skills in Social Science

11.8 Literature

11.9 Drama

10 ESSENTIAL SKILLS	11 READING/LITERATURE

SKILL AREA **SKILL**

11.1 Readiness Skills

GRADE LEVELS

THE STUDENT CAN

		K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
11.1.1	Recognize and use the left-to-right and top-to-bottom movement in reading (Ginn Level 1)	I/T	I/T	T/R	M	→	→	→							12.4.1
11.1.2	Recognize colors, basic shapes and symbols (Ginn Level 1)	I/T	I/T	T/R	M	→	→	→							13.5.0.1.1 21.1.2
11.1.3	Discriminate likenesses and differences in shapes and symbols (Ginn Level 1)	I/T	I/T	T/R	M	→	→	→							21.1.3
*11.1.4	Identify individual letter names of the alphabet in sequential order and random form capital and lower case (Ginn Level 1)	I/T	I/T	T/R	T/R	R/M	M	→							12.4.1.4 12.4.1.6
11.1.5	Recognize that written language represents oral language (Ginn Level 1)	I/T	I/T	T	R	M	→	→							12.4.1.7
*11.1.6	Identify, descriminate, and use rhyming words auditorily and visually (Ginn Level 4)	I/T	I/T	T	R	R	M	→							
11.1.7	Recognize events in proper sequence (Ginn Level 1)	I/T	I/T	T	T/R	T/M	→	→							51.5.6 51.2.12
11.1.8	Use complete sentences orally (Ginn Level 1)	I/T	I/T	T/R	T/R	T/R	T/R	M							12.1.2.2.1.5
11.1.9	Recall objects, pictures and symbols (Ginn Level 1)	I/T	I/T	T/R	T/M	M	→	→							51.5.2
11.1.10	Demonstrate the ability to follow oral instruction (Ginn Level 1)	I/T	I/T	T	T	T	T	T/R	M	→	→	→	→	→	12.1.1.2.1
11.1.11	Demonstrate the ability to select designated objects and symbols from background detail (Ginn Level 1)	I/T	I/T	T/R	T/R	T/M	→	→							21.1.9
11.1.12	Recognize objects or symbols as belonging to certain categories irrespective of shape, size, color, texture, or angle seen by perceiver (Ginn Level 1)	I/T	I/T	T/R	T/R	T/M	M	→							61.1.4 21.1.4
11.1.13	Demonstrate the ability to perceive the position of objects or symbols in relation to each other and to self (Ginn Level 1)	I/T	I/T	T/R	T/R	T/M	→	→							61.1.7 21.1.16
11.1.14	Recognize and recall previously perceived visual stimuli (Ginn Level 1)	I/T	I/T	T/R	T/R	T/M	→	→							

I = Introduce T = Teach R = Reinforce M = Maintain *Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS | 11 READING/LITERATURE

SKILL AREA | SKILL

11.2 Phonetic & Structural Analysis

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
*11.2.1 Identify initial consonant sounds visually and auditorily (Ginn Level 1)	I/T	I/T	T/R	R	M	→	→	→	→					12.3.1.1.2
*11.2.2 Identify final consonant sounds visually and auditorily (Ginn Level 3)	I	I/T	I/T	T/R	M	→	→	→	→					12.3.1.1.2
*11.2.3 Identify medial consonant sounds visually and auditorily (Ginn Level 4)		I/T	I/T	T/R	T/M	M	→	→	→					12.3.1.1.2
*11.2.4 Identify short vowel sounds visually and auditorily (Ginn Level 3)		I/T	I/T	T/R	R/M	M	→	→	→					12.3.1.1.3
*11.2.5 Identify long vowel sounds visually and auditorily (Ginn Level 4)		I/T	I/T	T/R	T/M	→	→	→	→					12.3.1.1.3
11.2.6 Identify initial 2-letter blends visually and auditorily (Ginn Level 5)		I/T	I/T	T/R	R/M	M	→	→	→					12.3.1.1.4
11.2.7 Identify initial 3-letter blends visually and auditorily (Ginn Level 8)		I	I/T	I/T	T/R	R/M	M	→	→					12.3.1.1.4
* 11.2.8 Identify final blends visually and auditorily (Ginn Level 8)		I	I/T	I/T	T/R	R/M	M	→	→					12.3.1.1.4
*11.2.9 Identify consonant digraphs visually and auditorily (Ginn Level 5)		I/T	T/R	T/R	T/M	M	→	→	→					12.1.2.1.1.1 12.3.1.2.2
*11.2.10 Identify vowel digraphs visually and auditorily (Ginn Level 7)			I/T	T/R	T/R	T/M	T/M	M	→					12.1.2.1.1.1 12.3.1.2.2
11.2.11 Identify silent consonants visually (Ginn Level 9)		I	I/T	I/T	I/T	T/R	R/M	M	→					
*11.2.12 Identify special vowel sounds – aw, au, ou, ow, oi, oo – visually and auditorily (Ginn Level 6)		I	I/T	T	T/R	T/M	M	→	→					
*11.2.13 Identify vowels with letter r and l visually and auditorily (Ginn Level 7)		I	I/T	T/R	T/M	M	→	→	→					
*11.2.14 Recognize the variant sounds of consonants, c, g, s, z, j, visually and auditorily (Ginn Level 6)		I	I/T	T/R	T/R	T/M	M	→	→					
11.2.15 Identify and use correct verb endings s, es, ed, ing visually and auditorily (Ginn Level 5)		I	I/T	T/R	T/R	R	R	M	→					12.1.2.1.4.1
11.2.16 Identify compound words visually and auditorily (Ginn Level 6)		I/T	I/T	T	T/R	R/M	M	→						
11.2.17 Recognize and use compound words in context visually and auditorily (Ginn Level 6)		I/T	I/T	T	T/R	R/M	M	→	→					12.3.2.7
11.2.18 Recognize and use plural forms – s, es (Ginn Level 5)		I/T	I/T	T	T/R	T/R	T/R	T/R	R	M				12.3.2.5 12.1.2.1.4.1
11.2.19 Recognize plural form changes – y to i, fe to v (Ginn Level 8)		I	I	I/T	T/R	T/R	T/R	M	→	→				12.3.2.5
11.2.20 Identify contractions (Ginn Level 3)		I/T	I/T	T	T	T	T/R	R	R	R	M	→	→	

I = Introduce T = Teach R = Reinforce M = Maintain

*Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS | 11 READING/LITERATURE

SKILL AREA | SKILL

11.2 Phonetic & Structural Analysis

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
11.2.21 Recognize and use contractions in context (Ginn Level 3)		I	I/T	T	T	T	T/R	R	R	R	M	—	→	12.3.2.8
*11.2.22 Identify base (root) words (Ginn Level 2)		I	I/T	T	T	—	—	—	—	—	—	—	→	12.3.2.3
*11.2.23 Recognize and use base (root) words (Ginn Level 2)			I/T	T	—	—	—	—	—	—	—	—	→	12.3.2.3
*11.2.24 Recognize base (root) word changes when certain suffixes are added (Ginn Level 3)			I	T	T/R	T/R	T/R	T/R	T/R	R	M	—	→	
11.2.25 Recognize Latin and Greek roots in words (Ginn Level 12)							I	T	T	T	R	R	R	
*11.2.26 Recognize, use and understand the meanings of prefixes (Ginn Level 9)				I/T	T	T	T	R	R	R	M	—	→	12.3.2.4
*11.2.27 Recognize, use and understand the meanings of suffixes (Ginn Level 11)				I/T	T	T	T	R	R	R	M	—	→	12.3.2.4
11.2.28 Recognize that every syllable must have a sounded vowel (Ginn Level 8)			I	I/T	I/T	T	T	R	R	R	M	—	→	12.3.2.1 12[illegible]2.2
11.2.29 Recognize syllables as units of pronunciation (Ginn Level 9)		I	I/T	T	T	T	T	R	R	M	—	—	→	12.[illegible].1.1.2
11.2.30 Recognize the number of syllables in a word visually and auditorily (Ginn Level 2)			I/T	T	T	T	T	R	R	R	M	—	→	12.3.2.1 12.3.2.2
11.2.31 Recognize that a syllable can be spelled with one letter but it must be a sounded vowel (Ginn Level 2)			I	I/T	T	T	T/R	R	M	—	—	—	→	
11.2.32 Recognize that a syllable might contain two or more vowels but it still would have only one vowel sound (Ginn Level 2)			I	I/T	T	T	T/R	R	M	—	—	—	→	
11.2.33 Identify open and closed syllables – An open syllable is one that ends with a vowel sound; a closed syllable is one that ends with a consonant sound (Ginn Level 2)					I/T	I/T	T	R	M	—	—	—	→	
11.2.34 Recognize that prefixes and suffixes are separate syllables (Ginn Level 7)				I/T	I/T	I/T	T	T	T	R	M	—	→	12.3.2.4
11.2.35 Divide words into syllables by applying principles of syllabication (Ginn Level 8)				I/T	I/T	T	T	T	T	R	M	—	→	12.1.2.1.1.3
11.2.36 Recognize auditorily that some syllables have more stress than others (accent) (Ginn Level 8)				I/T	I/T	T	T	R	R	R	R/M	—	→	
11.2.37 Understand and use accent rules (Ginn Level 8)				I/T	I/T	T	T	R	R	R	R/M	—	→	12.1.2.1.1.3

I = Introduce T - Teach R -- Reinforce M -- Maintain

*Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS	11 READING/LITERATURE

SKILL AREA SKILL

11.3 Vocabulary Development

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
11.3. Recognize sight words (Ginn Level 2)	I	T	T	T	R	M	→							
*11.3.2 Define words through context clues (Ginn Level 10)				I/T	T	T	T	T	T	R			→	12.1.2.2.1.1
*11.3.3 Identify synonyms (Ginn Level 10)		I	I/T	T	T	T	T	R	M				→	
*11.3.4 Use synonyms (Ginn Level 10)			I/T	T	T	T	T	T	T	R			→	12.1.2.1.5.1
*11.3.5 Identify antonyms (Ginn Level 4)		I	I/T	T	T	T	T	R	R	M			→	12.1.2.1.5.1
*11.3.6 Use antonyms (Ginn Level 4)		I	I/T	T	T	T	T	T	T	R			→	
*11.3.7 Identify homonyms (Ginn Level 8)		I	I/T	I/T	T	T	T	R	M				→	
*11.3.8 Use homonyms (Ginn Level 8)			I/T	I/T	T	T	T	T	T	R			→	
11.3.9 Identify homographs					I/T	T	T	T	R	M			→	
11.3.10 Use homographs					I/T	T	T	T	T	R			→	
11.3.11 Recognize literal meanings of words (Ginn Level 3)			I	T	T	T	T	R	R	R	M		→	
11.3.12 Recognize figurative meanings of words (Ginn Level 9)		I	I/T	T	T	T	T	T	T	T	R	M	→	
11.3.13 Recognize that syntax may determine meaning (Ginn Level 6)					I	T	T	T	T	T	T	R	M	12.1.2.1.4
11.3.14 Use definitions for word meanings (Ginn Level 3)		I	T	T	T	T	T	R	M				→	
11.3.15 Recognize multiple meanings of words (Ginn Level 6)		I	T	T	T	T	T	R	M				→	51.6.4
11.3.16 Classify words according to meaning (Ginn Level 2)		I/T	T	T	T/R	T/R	T/R	R	M				→	12.1.2.1.5.2
11.3.17 Use a glossary to determine the correct meanings of words (Ginn Level 8)				I/T	I/T	T	T	R	M				→	
11.3.18 Use the dictionary to determine word meaning (Ginn Level 10)					I/T	T	T	R	M				→	
11.3.19 Paraphrase a paragraph or short selection orally and in writing (Ginn Level 12)			I	I/T	T	T	T	T	T				→	12.2.3.4
11.3.20 Use special vocabulary from content area				I	I/T	T	T	R	R	R			→	

I = Introduce T = Teach R = Reinforce M = Maintain

*Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS | **11 READING/LITERATURE**

SKILL AREA **SKILL**

11.3 Vocabulary Development

GRADE LEVELS

THE STUDENT CAN

	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
*11.3.21 Complete simple analogies (Ginn Level 10)					I/T	T	T	R	M	→	→	→	→	12.1.2.1.5.4
11.3.22 Understand the meaning of abbreviations (Ginn Level 13)			I	T	T	T	T	R	M	→	→	→	→	
11.3.23 Recognize familiar words used in unfamiliar field (Ginn Level 6)					I/T	T	T	R	R	M	→	→	→	
11.3.24 Understand and use more complex analogies (Ginn Level 10)							I/T	T	T	T	T	R	M	12.1.2.1.5.4
11.3.25 Recognize regional differences in meaning in words (Ginn Level 13)					I	T	T	R	M	→	→	→	→	
11.3.26 Understand the formation and use of acronyms (Ginn Level 13)							I	I/T	T	M	→	→	→	
11.3.27 Recognize foreign terms (Ginn Level 13)							I	I/T	T	R	M	→	→	

- 28 -

I = Introduce T = Teach R = Reinforce M = Maintain

*Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS | **11 READING/LITERATURE**

SKILL AREA **SKILL**

11.4 Comprehension Skills

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
*11.4.1 Use dictionary to clarify meaning of unfamiliar words (Ginn Level 12)					I/T	T	T	T	T	T/R	T/R		→	
11.4.2 Recognize and use basic punctuation as a system of signals (Ginn Level 3)		I/T	T	T	T/R	T/R							→	
11.4.3 Recognize and use more complex system of signals					I/T	T	T	T	T	T	R	M	→	
11.4.4 Identify the words of the sentence that carry basic meaning (skeleton sentence) (Ginn Level 2)			I/T	T	T	T							→	
11.4.5 Recognize which senses are involved in various descriptions (Ginn Level 10)	I	I/T	T	T/R	T/R	T/R	M						→	
11.4.6 Interpret mood in written material by: (Ginn Level 13)														
11.4.6.1 Listening and speaking	I/T	T	T	R	R	R/M							→	
11.4.6.2 Reading and speaking			I/T	T	T	T/R	T/R	R/M					→	
11.4.6.3 Listening and writing			I/T	T	T	T/R	T/R	R/M					→	
11.4.6.4 Reading and writing					I/T	T	T	T	T	T/R	T/R	R/M	→	
11.4.7 Interpret figurative language (Ginn Level 13)					I/T	T							→	
11.4.8 Recognize relevant details (Ginn Level 13)					I/T	T							→	12.1.2.2.1.3
11.4.9 Recognize types of literature (Ginn Level 12)							I	I/T	T	T	T	R	→	
*11.4.10 Recognize pronoun referents (Ginn Level 11)		I/T	T	T	T	T/R	T/R	T/R	T/R	T/R	T/R	M	→	
11.4.11 Recognize time signals in written material (Ginn Level 13)					I/T	T	T	R	R	R	M		→	
11.4.12 Define a specific purpose for reading		I	I/T	T	T	T	T						→	
11.4.13 Follow directions by: (Ginn Level 3)														61.1.1 12.1.1.2.1
11.4.13.1 Listening and speaking	I/T	T											→	
11.4.13.2 Reading and speaking		I/T	T										→	
11.4.13.3 Listening and writing			I/T	T									→	

- 29 -

I = .. .oduce T = Teach R = Reinforce M = Mainta..

*Contained in Minimum Proficiency Level

SKILL AREA SKILL

11.4 Comprehension Skills

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
*11.4.13.4 Reading and writing				I/T	T								→	
11.4.14 Identify factual details by: (Ginn Level 2)														
11.4.14.1 Listening and speaking	I/T	T/R	T/R	T/M									→	
*11.4.14.2 Reading and speaking		I	T	T/R	T/R	T/M							→	
11.4.14.3 Listening and writing				I/T	T	T/R	T/R	T/M					→	
*11.4.14.4 Reading and writing				I/T	R/T	R/T	T/R	T/R	T/R	T/M			→	
11.4.15 Imagine further details by: (Ginn Level 5)														
11.4.15.1 Listening and speaking	I/T	R/T	T/M										→	
11.4.15.2 Reading and speaking		I	I/T	T	T/R	T/M							→	
11.4.15.3 Listening and writing		I	I/T	R/T	R/T	R/T	T/M						→	
11.4.15.4 Reading and writing				I	I/T	T/R	T/R	T/R	T/R	T/M			→	
11.4.16 Compare details by: (Ginn Level 4)														
11.4.16.1 Listening and speaking	I/T	T/R	T/R	T/M									→	
11.4.16.2 Reading and speaking		I	I/T	R/T	R/T	R/T	R/T	T/M					→	
11.4.16.3 Listening and writing				I	I/T	R/T	T/R	T/M					→	
11.4.16.4 Reading and writing				I	I/T	R/T	T/R	T/M					→	
11.4.17 Classify by: (Ginn Level 6)														12.1.2.1.5.2 51.2.1.0.1 61.1.16 61.3.4 61.2.21
11.4.17.1 Listening and speaking	I	I/T	T/R	T/M									→	
*11.4.17.2 Reading and speaking			I/T	T/R	T/R	T/M							→	
11.4.17.3 Listening and writing				I/T	T/R	T/R							→	

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*Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS | **11 READING/LITERATURE**

SKILL AREA | **SKILL**

11.4 Comprehension Skills

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
*11.4.17.4 Reading and writing				I/T	T/R	T/R							→	
11.4.18 Recall and interpret sequences by: (Ginn Level 5)														51.5.7 51.5.8 12.1.2.2.1.5 51.10.2.3
11.4.18.1 Listening and speaking	I/T	T/R	T/R	T/M									→	
*11.4.18.2 Reading and speaking			I/T	T/R	T/R	T/M							→	
11.4.18.3 Listening and writing			I/T	T/R	T/R	T/M							→	
*11.4.18.4 Reading and writing			I/T	T/R	T/R	T/R	T/R	T/R	T/M				→	
11.4.19 Recall and interpret cause and effect by: (Ginn Level 5)														12.1.2.2.1.6 51.3.9 61.1.25
11.4.19.1 Listening and speaking		I/T	T/R	T/R	T/M								→	
11.4.19.2 Reading and speaking		I/T	T/R	T/M									→	
11.4.19.3 Listening and writing					I/T	T/R	T/M						→	
*11.4.19.4 Reading and writing					I/T	T/R	T/M						→	
11.4.20 Identify topic by: (Ginn Level 5)														
11.4.20.1 Listening and speaking	I	I/T	T	T	T	T/R	T/R	T/M					→	
11.4.20.2 Reading and speaking					I/T	T/R	T/R	T/R	T/M				→	
11.4.20.3 Listening and writing					I/T	T/R	T/R	T/R	T/R	T/M			→	
11.4.20.4 Reading and writing					I/T	T/R	T/R	T/R	T/R	T/R			→	
11.4.21 Identify topic sentences by: (Ginn Level 5)														
11.4.21.1 Listening and speaking					I/T	T/R	T/R	T/M					→	
11.4.21.2 Reading and speaking					I/T	T/R	T/R	T/R	T/M				→	
11.4.21.3 Listening and writing					I/T	T/R	T/R	T/R	T/R	T/M			→	

I = Introduce T = Teach R = Reinforce M = Maintain *Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS | **11 READING/LITERATURE**

SKILL AREA | **SKILL**

11.4 Comprehension Skills

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
11.4.21.4 Reading and writing					I/T	T/R	T/R	T/R	T/R	T/R			→	
11.4.22 Identify main idea by: (Ginn Level 2)														12.1.2.2.1.8
11.4.22.1 Listening and speaking			I/T	I/T	T/R	T/R	T/R	T/M					→	
11.4.22.2 Reading and speaking				I/T	I/T	T/R	T/R	T/R	T/M				→	
11.4.22.3 Listening and writing				I/T	I/T	I/T	T/R	T/R	T/R	M			→	
*11.4.22.4 Reading and writing					I/T	I/T	T/R	T/R	T/R	T/R	M		→	
11.4.23 Formulate main idea by: (Ginn Level 5)														12.1.2.2.1.8
11.4.23.1 Listening and speaking				I/T	T/R	T/R	T/R	T/M					→	
11.4.23.2 Reading and speaking						I/T	T/R	T/R	T/R	T/M			→	
11.4.23.3 Listening and writing							I/T	T/R	T/R	T/M			→	
11.4.23.4 Reading and writing							I/T	T/R					→	
11.4.24 Uses prediction by: (Ginn Level 3)														61.1.16 12.1.2.3.1.4
11.4.24.1 Listening and speaking	I/T	T/R	T/R	T/R	T/M								→	
11.4.24.2 Reading and speaking			I/T	T/R	T/R								→	
11.4.24.3 Listening and writing					I/T	T/R							→	
*11.4.24.4 Reading and writing						I/T	T/R						→	
11.4.25 Develop inferences by: (Ginn Level 2)														51.3.12 51.8.3.4 12.1.2.3.1.4 61.1.30
11.4.25.1 Listening and speaking		I/T	T	T	T/R	T/R							→	
11.4.25.2 Reading and speaking					I/T	T	T	T/R					→	
11.4.25.3 Listening and writing						I/T	T	T	T	T/R			→	

- 32 -

I = Introduce T = Teach R = Reinforce M = Maintain

*Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS	11 READING/LITERATURE

SKILL AREA **SKILL**

11.4 Comprehension Skills

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
*11.4.25.4 Reading and writing						I/T	T	T	T	T/R			→	
11.4.26 Describe characters by: (Ginn Level 9)														
11.4.26.1 Listening and speaking	I	I/T	T	R	R	R	M						→	
11.4.26.2 Reading and speaking			I/T	R	R	R	R	M					→	
11.4.26.3 Listening and writing				I/T	R	R	R						→	
11.4.26.4 Reading and writing					I/T	R							→	
11.4.27 Analyze characters by: (Ginn Level 10)														
11.4.27.1 Listening and speaking							I/T	R					→	
11.4.27.2 Reading and speaking								I/T	R				→	
11.4.27.3 Listening and writing								I/T	R				→	
11.4.27.4 Reading and writing								I/T	R				→	
11.4.28 Identify and interpret author's motive by: (Ginn Level 9)														
11.4.28.1 Listening and speaking								I/T	R				→	
11.4.28.2 Reading and speaking								I/T	R				→	
11.4.28.3 Listening and writing								I/T	R				→	
11.4.28.4 Reading and writing								I/T	R				→	61.1.37 61.1.38
*11.4.29 Distinguish between fact and opinion			I	I/T	T	T							→	51.3.1, 51.3.2 12.1.2.2.1.7
11.4.30 Recognize techniques of propaganda								I	I/T	T			→	51.3.10 12.1.2.2.1.7

I = Introduce T = Teach R = Reinforce M = Maintain

*Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS	11 READING/LITERATURE

SKILL AREA | SKILL

11.5 Reference and Study Skills

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
11.5.1 Use dictionary skills														31.3.1.4 51.1.2.1.5
*11.5.1.1 Recognize whether or not a list is in alphabetical order (Ginn Level 2)		I	I/T	T	R	R	M						→	
*11.5.1.2 Arrange words alphabetically by first letter (Ginn Level 2)		I/T	T	R	R	M	→							
*11.5.1.3 Arrange words in alphabetical order according to second and third letters (Ginn Level 7)				I	T	T	T	R	R	M			→	
*11.5.1.4 Use alphabetical order to locate words in a picture dictionary, glossary, and dictionary (Ginn Level 7)		I	I/T	I/T	T	R	R	M					→	
11.5.1.5 Locate words in a picture dictionary		I/T	R/M	→										
*11.5.1.6 Know and use format of dictionary (Ginn Level 10)														
11.5.1.6.1 Alphabetical order			I	I/T	I/T	R	R	M					→	
11.5.1.6.2 Entry words				I	I/T	R	R	M					→	
*11.5.1.6.3 Guide words					I/T	R	R	R	R	M			→	
11.5.1.6.4 Pronunciation key					I/T	R	R	R	R	M			→	
11.5.1.6.5 One or more meanings						I/T	R	R	R	M			→	
11.5.1.6.6 Re-spellings					I/T	T	T	T	T	T/R	M		→	
11.5.1.7 Select appropriate definition for a word as it is being used in a sentence (Ginn Level 6)					I/T	T	T	T	R	M			→	
11.5.1.8 Locate parts of speech for specific words (Ginn Level 11)								I/T	T	T	R	M	→	
11.5.1.9 Locate abbreviations (Ginn Level 13)					I/T	T	T	T	R	M			→	
11.5.1.10 Use diacritical marks and accents in the dictionary to pronounce an unknown word					I/T	T	T	T					→	
11.5.1.11 Locate origin of words (Ginn Level 12)								I/T	T	T	M		→	
11.5.2 Use reference source skills														61.1.14 51.1.2.1
*11.5.2.1 Use the encyclopedia properly: choosing correct volume, identifying classification headings and subheadings, cross-reference (Ginn Level 10)					I/T	T	T	R	R	R	M		→	

- 34 -

I = Introduce T = Teach R = Reinforce M = Maintain *Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS

11 READING/LITERATURE

SKILL AREA | **SKILL**

11.5 Reference and Study Skills

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
11.5.2.2 Use a thesaurus to find synonyms								I/T	T	R	M	→	→	
*11.5.2.3 Use an almanac to find current information								I/T	T	R	M	→	→	51.1.2.3.2
*11.5.2.4 Use a world atlas to find geographical information						I/T	T	T	T	T	M	→	→	51.1.2.3.1 51.9.2.10
*11.5.2.5 Locate information in a newspaper						I/T	T	R	R	R	R	M	→	51.1.2.4
*11.5.2.6 Interpret signs, posters, graphs, charts, and diagrams (Ginn Level 13)					I/T	T	T	T	T	T	T	T	M	13.4.0.3.1 13.4.0.3.3
11.5.2.7 Identify the parts of a book: title, author, table of contents, stories, page numbers (Ginn Level 4)		I/T	T	T	R	R	M	→	→					51.8.3 51.1.1
*11.5.2.8 Demonstrate the proper use of parts of a book: title, author, publisher, table of contents, index, glossary chapters, topical headings (Ginn Level 12)					I/T	T	T	T	T	R	R	M	→	51.1.1 51.1.2.3.6
11.5.2.9 Use the Periodical Guide to locate information										I/T	T	R	→	51.1.2.3.5
11.5.3 Apply outlining skills														
11.5.3.1 Arrange material in logical order (Ginn Level 10)					I/T	T	T	T	T	T	R	M	→	12.2.3.2
11.5.3.2 Organize a simple outline - main ideas (Ginn Level 10)					I	I/T	I/T	T	T	R	M	→	→	51.2.4 12.2.3.2
11.5.3.3 Organize information in outline form - title, central thought, important facts, supporting details (Ginn Level 10)						I	I	I/T	T	T	R	M	→	51.2.15
11.5.4 Use library skills														
11.5.4.1 Locate and use the three types of cards in the card catalog					I	I/T	I/T	I/T	T	T	M	→	→	51.1.3.3.1
11.5.4.2 Use graphs to compare statistical information								I/T	T	T	T	T	T	13.4.0.3.3
11.5.4.3 Use a book selection system to locate a book, e.g. Dewey Decimal System, Library of Congress					I/T	I/T	I/T	T/R	T/R	T/R	M	→	→	51.1.3.3.5 51.1.3.3.6
11.5.4.4 Demonstrate use of library center in classroom	I	I/T	T	T	T	T	T	T/R	T/R	T/R	M	→	→	
11.5.4.5 Use school and community libraries		I/T	T	T	T/R	T/R	T/R	T/R	T/R	T/R	M	→	→	
11.6 Rate														
11.6.1 Use a variety of rates which are appropriate (Ginn Level 13)										I/T	T	R	R	51.4

I = Introduce T = Teach R = Reinforce M = Maintain *Contained in Minimum Proficiency Level

SKILL AREA SKILL

11.7 Content Area Skills

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
11.7.1 Apply reading skills to mathematics														
11.7.1.1 Identify and use mathematical language, terms, and symbols (Ginn Level 10)	I	I/T	T	T	T	T	T	T	T	T	M		→	31.1.1.4 13.
11.7.1.2 Recognize, interpret, and restate mathematical sentences			I	T	T/M	T/M	T/M	T/M	T/M	T/M	M		→	13.3
11.7.1.3 Identify specific elements of an operation				I/T	T	T	T	T	T	T	M		→	13.
11.7.1.4 Identify and use the concept of formula				I/T	T	T	T	T	T	T	M		→	13.3
11.7.1.5 Identify terms that may be used interchangeably in a particular operation					I/T	T	T	T	T	T	M		→	13.3
11.7.1.6 Identify the sequential steps in problem solving		I/T	TR M	TR M	TR M	TR M	TR M	TR M	TR M	TR M	M		→	13.3
11.7.2 Apply reading skills to science														61.1.11
11.7.2.1 Identify and use the language of science, including common words used in special ways (Ginn Level 5)	I	I/T	I/T	I/T	I/T	I/T	I/T	I/T	I/T	I/T			→	
11.7.2.2 Identify and use specialized vocabulary, phrases and sentences					I/T	I/T	I/T	I/T	I/T	I/T			→	
11.7.2.3 Identify and use specific endings of scientific words					I/T	T	T	T	T	T			→	
11.7.2.4 Identify topic sentences and supportive sentences					I/T	T	T	T	T	T			→	
11.7.2.5 Identify and use textbook organization and techniques for outlining content						I	I/T	T	T	T			→	
11.7.2.6 Identify and use procedures for clarifying content such as boldface type for definitions					I/T	T	T	T	T	T			→	
11.7.3 Apply reading skills to social sciences														51.4 51.4.12
11.7.3.1 Identify and use specialized language of social sciences (Ginn Level 6)					I/T	I/T	I/T	R/M					→	
11.7.3.2 Identify time and space concepts					I/T	T	T	M					→	
11.7.3.3 Identify and use figurative language					I/T	IT R	IT R	R/M	R/M	R/M	R/M		→	
11.7.3.4 Use library reference source skills, parts of books, and dictionary definitions					I/T	IT R	R/M	R/M					→	51.1
11.7.3.5 Recognize and use relationships of ideas						I/T	I/T	T/R	R/M	M			→	

I = Introduce T - Teach R = Reinforce M = Maintain

10 ESSENTIAL SKILLS | **11 READING/LITERATURE**

SKILL AREA | **SKILL**

11.7 Content Area Skills

GRADE LEVELS

THE STUDENT CAN

		K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
11.7.3.6	Recognize and use statements of cause and effect					I/T	R/M	→	→	→	→	→	→	→	51.3.9
11.7.3.7	Identify differences between generalizations, concepts, and items with factual support				I/T	T	R	M	→	→	→	→	→	→	51.3.12
11.7.3.8	Locate content using specific information and related headings					I/T	T	R/M	→	→	→	→	→	→	51.4.3 51.4.5
11.7.3.9	Use outlining skills as clues to determining topics and changes in topics						I	I/T	R/M	→	→	→	→	→	51.3.1

I = Introduce   T = Teach   R = Reinforce   M = Maintain

10 ESSENTIAL SKILLS	11 READING/LITERATURE

SKILL AREA — SKILL

11.8 Literature

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
11.8.1 Recognize representation of good and evil reflected in traditional literature as well as in contemporary fantasy and fiction (Ginn Level 9)	I	T	R/M										→	
11.8.2 Recognize that the questions dealt with in writing compositions should also be asked of literature, both fiction and non-fiction, including media:														
11.8.2.1 What is being said (content)							I	T	T	R/M			→	
11.8.2.2 To whom it is directed (audience)							I	T	T	R/M			→	
11.8.2.3 By what means (form and style)								I	T	T	T	T	T	
11.8.2.4 In what manner (voice)								I	T	T	T	T	T	
11.8.3 Relate individual experiences to the selection	I	I/T	I/T	T/R	R/M								→	
11.8.4 Recognize the order of events in fiction as being related to the theme (Ginn Level 9)								I/T	T	T	T	T	T	
11.8.5 Select criteria to evaluate a selection								I	I/T	T	T	T	T	
11.8.6 Recognize different ways of doing or behaving as expressed in literature (Ginn Level 11)	I	I/T	R/M										→	
11.8.7 Recognize traditional sex roles expressed in literature	I	I/T	T/R	M									→	
11.8.8 Recognize imagery stereotypes								I/T	R/M				→	
11.8.9 Recognize stereotypes							I/T	R/M					→	
11.8.10 Demonstrate an understanding of certain conventions of fiction appropriate to age and experience: (Ginn Level 6)						I/T	R/M						→	
11.8.10.1 Structure of plot								I/T	R/M				→	
11.8.10.2 Character delineation and development								I/T	R/M				→	
11.8.10.3 Setting both time and place								I/T	R/M				→	
11.8.10.4 Turning point								I/T	R/M				→	
11.8.10.5 Author's style and use of words								I/T	R/M				→	
11.8.10.6 Point of view								I/T	R/M				→	

I = Introduce T = Teach R = Reinforce M = Maintain

10 ESSENTIAL SKILLS | 11 READING/LITERATURE

SKILL AREA | SKILL

11.8 Literature

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
11.8.10.7 Theme								I/T	R/M	—	—	—	>	
11.8.11 Identify components of poetry as related to meaning, appropriate to age, interest and experience: (Ginn Level 6)														
11.8.11.1 Imagery								I/T	R/M	—	—	—	>	
11.8.11.2 Diction (poet's choice of words)								I/T	R/M	—	—	—	>	
11.8.11.3 Sound								I/T	R/M	—	—	—	>	
11.8.11.4 Voice								I/T	R/M	—	—	—	>	
11.9 Drama														
11.9.1 Express effectively, learn to articulate in verbal and nonverbal ways, and receive with sensitivity what others have to express through the dramatic form		I/T	T	R/M	—	—	—	—	—	—	—	—	>	

I = Introduce T = Teach R = Reinforce M = Maintain

10 ESSENTIAL SKILLS	12 LANGUAGE ARTS

12.1 Oral Language

- 12.1.1 Listen
  - 12.1.1.1 Apply Basic Skills
  - 12.1.1.2 Apply Functional Skills
- 12.1.2 Speak
  - 12.1.2.1 Apply Basic Skills
    - 12.1.2.1.1 Apply Phonetic Skills
    - 12.1.2.1.2 Apply Vocabulary Skills
    - 12.1.2.1.3 Apply Sentence Skills
    - 12.1.2.1.4 Apply Grammar Skills
    - 12.1.2.1.5 Apply Semantic Skills
  - 12.1.2.2 Apply Functional Skills
    - 12.1.2.2.1 Apply Individual Competencies
    - 12.1.2.2.2 Apply Social Competencies
  - 12.1.2.3 Apply Creative Skills
    - 12.1.2.3.1 Apply Individual Competencies
    - 12.1.2.3.2 Apply Social Competencies

12.2 Composition

- 12.2.1 Apply Basic Writing Skills
  - 12.2.1.1 Apply Sentence Composition
  - 12.2.1.2 Apply Paragraph Composition
  - 12.2.1.3 Apply Essay-Theme Composition
- 12.2.2 Apply Functional Writing Skills
  - 12.2.2.1 Apply Letter Writing and Complete Forms
- 12.2.3 Apply School Skills
- 12.2.4 Apply Creative Writing Skills

12.3 Spelling

- 12.3.1 Apply Phonics Skills
  - 12.3.1.1 Apply Auditory Skills
  - 12.3.1.2 Apply Visual Skills
  - 12.3.1.3 Apply Writing Skills
- 12.3.2 Apply Word Structure Skills
- 12.3.3 Apply Mastery Skills

12.4 Penmanship

- 12.4.1 Utilize Manuscript Readiness
- 12.4.2 Apply Manuscript Skills
- 12.4.3 Apply Cursive Skills

10 ESSENTIAL SKILLS | **12 LANGUAGE ARTS**

SKILL AREA — **SKILL**

12.1 Oral Language

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
12.1.1 Listen														
12.1.1.1 Apply basic skills														
*12.1.1.1.1 Listen while others speak	I/T	T	T	T	T	T/R	T/R	R/M					→	61.1.8 51.5.1 51.6.14
12.1.1.1.2 Follow spoken sound against background sounds	I	T	T	T	T	T	R	M					→	
*12.1.1.1.3 Follow spoken sounds	I	T	T	T	T	T	R	M					→	
12.1.1.1.4 Respond orally to factual questions							I	T	T	T	T/R	R	M	
12.1.1.2 Apply functional skills														11.1.10 11.4.13.1 31.3.3.6 31.6.1.8 61.1.1
*12.1.1.2.1 Follow verbal directions	I/T	I/T	T	T	T	T	T/R	M					→	
12.1.1.2.2 Obtain information from and follow directions (telephone, tape recorder, radio, etc.	I	I	T	T	T	T	T	R	M				→	
12.1.1.2.3 Recognize and discriminate between consonants, vowels, blends, dipthongs	I	T	T	T	T	T	R	M					→	
12.1.1.2.4 Recognize and discriminate between vowels and dipthongs		I	T	T	T	T	T	R	M				→	11.2.9
12.1.1.2.5 Discriminate moods, tones and body language of person who is speaking, using drama and role playing		I	T	T	T	T	T	T	T	T	R	R	M	
12.1.2 Speak														
12.1.2.1 Apply basic skills														
12.1.2.1.1 Apply phonetic skills (see attached list)														
12.1.2.1.1.1 Discriminate between and use consonants, vowels blends and dipthongs in beginnings, endings and medial positions		I	T	T	T	R	M						→	11.2.9 11.2.10
12.1.2.1.1.2 Combine sounds into syllables and words	I	T	T	T	T	R	M						→	11.2.29
12.1.2.1.1.3 Divide words into syllables and is aware of accenting			I	T	T	T	T	R	M				→	11.2.35 11.2.37
12.1.2.1.2 Apply vocabulary skills (parts of speech)														

I = Introduce T = Teach R = Reinforce M = Maintain

*Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS | **12 LANGUAGE ARTS**

SKILL AREA | **SKILL**

12.1 Oral Language

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
12.1.2.1.2.1 Use nouns, verbs, adjectives, prepositions, adverbs, pronouns, conjunctions and interjections and compound words in spoken language	I	T	T	T	T	T	T	R	M	→	→	→	→	
12.1.2.1.3 Apply sentence skills														
12.1.2.1.3.1 Use simple sentences	I/T	I/T	T/R	T/R	T/R	T/R	M	→	→	→	→	→	→	
12.1.2.1.3.2 Use compound/complex sentences		I	T	T	T	T	T	R	M	→	→	→	→	
12.1.2.1.3.3 Use negative and interrogative sentences		I	T	T	T	T	T	R	M	→	→	→	→	
12.1.2.1.4 Apply grammar skills (rules)														
12.1.2.1.4.1 Use plurals, noun (pronoun)/verb agreement, verb tenses, possessives		I	T	T	T	T	T	T	T	R	M	→	→	11.2.15 11.2.18
12.1.2.1.4.2 Use correct word order (syntax)	I	I	T	T	T	T	T	R	M	→	→	→	→	11.3.13
12.1.2.1.4.3 Can replace missing words and parts of sentences (closure)	I	I	T	T	T	T	T	R	M	→	→	→	→	31.3.1.9
12.1.2.1.5 Apply semantic skills (meanings and relationships of words)														
12.1.2.1.5.1 Use antonyms, synonyms and comparatives			I	T	T	T	T	T	T	T	T	R	M	11.3.4 11.3.6 31.3.1.22
12.1.2.1.5.2 Classify by categories	I	T	T	T	T	T	T	T	T	T	T	R	M	11.3.16 11.4.17.1
12.1.2.1.5.3 Describe qualities and uses of objects		I	T	T	T	T	T	T	T	T	T	R	M	
12.1.2.1.5.4 Make analogies					I	I/T	I/T	T	T	T	T	R	M	11.3.21 11.3.24
12.1.2.2 Apply functional skills														
12.1.2.2.1 Apply individual competencies														
12.1.2.2.1.1 Derive word meaning from verbal context	I	I/T	T	T	T	T	T	T	T	T	T	T	T	11.3.2
12.1.2.2.1.2 Memorize (phrases, sentences, poems, dramatic roles)	I	I/T	T	T	T	T	T	T	T	T	T	T	T	
12.1.2.2.1.3 Answer questions, giving relevant detail	I	T	T	T	T	T	T	T	T	T	T	T	T	11.4.8 13.3.0.2.1

I = Introduce T = Teach R = Reinforce M = Maintain

10 ESSENTIAL SKILLS	12 LANGUAGE ARTS

SKILL AREA SKILL

12.1 Oral Language

GRADE LEVELS

THE STUDENT CAN

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
*12.1.2.2.1.4 Ask questions to obtain information	I	I	T	T	T	T	T	T	T	T	T	T	T	11.1.7
12.1.2.2.1.5 Tells stories and events sequentially	I	I	T	T	T	T	T	T	T	T	T	T	T	11.4.18.1 51.5.6
12.1.2.2.1.6 Recognize cause and effect		I	I/T	I/T	T	T	T	T	T	T	T	T	T	11.4.19.1 51.3.9, 61.1.25
12.1.2.2.1.7 Descriminate fact from fiction (recognize reality, bias, propaganda)		I	T	T	T	T	T	T	T	T	T	T	T	11.4.29 11.4.30, 51.3.1
12.1.2.2.1.8 Recognize main idea, summarize			I	T	T	T	T	T	T	T	T	T	T	11.4.22.1 11.4.23.1
12.1.2.2.2 Apply social competencies														51.4.6
*12.1.2.2.2.1 Engage in spontaneous unstructured conversation	I	T	T	T	T	T	T	T	T	T	T	T	T	
12.1.2.2.2.2 Use voice effectively (pitch, volume, quality, fluency, pronunciation) to convey meaning	I	T	T	T	T	T	T	T	T	T	T	T	T	31.3.2.3 31.3.2.4
*12.1.2.2.2.3 Use appropriate verbal courtesies	I	I/T	T	T	T	T	M	→	→	→	→	→	→	
12.1.2.2.2.4 Give specific comprehensive directions			I	T	T	T	T	T	T	T	T	T	T	31.3.2.5
*12.1.2.2.2.5 Participate effectively in structured oral group discussions	I	I/T	I/T	I/T	T	T	T	T	R	R	M	M	M	61.1.33
12.1.2.3 Apply creative skills														
12.1.2.3.1 Apply individual competencies														
12.1.2.3.1.1 Make oral reports/speeches	I	I	T	T	T	T	T	T	T	T	T	T	T	31.3.2.7
12.1.2.3.1.2 Interpret in own words		I	T	T	T	T	T	T	T	T	T	T	T	
*12.1.2.3.1.3 Can present both sides of an issue							I	T	T	T	T	T	T	
12.1.2.3.1.4 Make inferences and predictions			I	T	T	T	T	T	T	T	T	T	T	11.4.24.1 11.4.25.1
12.1.2.3.1.5 Present a creative theme (plot)					I	T	T	T	T	T	T	T	T	
12.1.2.3.2 Apply social competencies														

Introduce T = Teach R = Reinforce M = Maintain *Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS	12 LANGUAGE ARTS

SKILL AREA — SKILL

12.1 Oral Language

GRADE LEVELS

THE STUDENT CAN

		K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
12.1.2.3.2.1	Express self through role playing, socio drama, plays	I	T	T	T	T	T	T	T	T	T	T	T	T	
12.1.2.3.2.2	Adapt language to occasion/audience					I	T	T	T	T	T	T	T	T	31.3.2.10

I = Introduce T = Teach R = Reinforce M = Maintain

10 ESSENTIAL SKILLS	12 LANGUAGE ARTS

SKILL AREA SKILL

12.2 Composition

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
12.2.1 Apply basic writing skills														
12.2.1.1 Apply sentence composition														
*12.2.1.1.1 Compose simple sentences of at least 3 or 4 words using appropriate mechanics		I/T	T	T	R	R	M						→	31.3.1.5
*12.2.1.1.2 Compose simple sentences of at least 5 words using appropriate mechanics			I/T	T	T	R	M						→	
*12.2.1.1.3 Compose simple sentences of at least 6 or more words using appropriate mechanics				I/T	T	R	M						→	
*12.2.1.1.4 Compose simple sentences of at least 7 or more words using appropriate mechanics					I/T	R	M						→	
*12.2.1.1.5 Compose compound sentences using appropriate mechanics			I/T	I/T	T	T	T	T/R	T/R	M			→	
*12.2.1.1.6 Compose complex sentences using appropriate mechanics				I/T	I/T	T	T	T	T	T	T	T	T	31.3.1.6
12.2.1.2 Apply paragraph composition														
*12.2.1.2.1 Write at least 2 sentences on the same topic using appropriate mechanics		I/T	I/T	T	T	R	R	M					→	
*12.2.1.2.2 Write at least 3 sentences on the same topic using appropriate mechanics			I/T	T	T	T	T/R	M					→	
*12.2.1.2.3 Write a paragraph of at least 3 sentences using simple sentences, using appropriate mechanics			I/T	T	T	T	T/R	M					→	
*12.2.1.2.4 Write a paragraph of at least 4 sentences using simple and compound sentences, using appropriate mechanics					I/T	T	T	T	T	R/M	M		→	
*12.2.1.2.5 Write a paragraph of at least 5 sentences using simple, compound and complex sentences using appropriate mechanics						I/T	T	T	T	R	M		→	
12.2.1.3 Apply paragraph and essay/theme composition														
12.2.1.3.1 Write at least 2 paragraphs using a topic and concluding sentence in each with varying sentence structure and appropriate mechanics								I/T	T	R/M	M		→	
12.2.1.3.2 Identify and write examples of parts of speech								I/T	T	R/M	M		→	
12.2.1.3.3 Identify sentence parts such as clauses								I/T	T	T	M		→	
*12.2.1.3.4 Write at least a 200 word essay with appropriate constructed sentences and paragraphs using these forms: description, narration, persuasion and exposition										I/T	R	M	M	

I = Introduce T = Teach R = Reinforce M = Maintain *Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS | 12 LANGUAGE ARTS

SKILL AREA | SKILL

12.2 Composition

GRADE LEVELS

THE STUDENT CAN

		K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
12.2.1.3.5	Write at least a 300 word essay, etc. (see 12.2.1.3.4)										I	T	R	M	
12.2.1.3.6	Write at least a 400 word essay, etc.											I	T	R/M	
12.2.1.3.7	Write at least a 500 word essay												I	T	31.3.1.7 31.3.1.8
*12.2.1.3.8	Proofread written work (includes punctuation, capitalization, and spelling)			I	I	T	T	T	T	T	T	R	M	→	31.6.1.11 31.6.2.16 51.6.20
12.2.2	Apply functional writing skills														
12.2.2.1	Apply letter writing and completing forms skills														
*12.2.2.1.1	Write personal letters including invitations and "thank yous" and address the accompanying envelope		I	T	T	T	T	R/M	M					→	31.3.1.21 31.3.1.28
*12.2.2.1.2	Write business letters, including ordering, inquiring, complaining and applying								I/T	T	T	T	R	M	31.3.1.19 31.3.1.26
*12.2.2.1.3	Complete basic personal forms such as medical or school history, job applications, etc.										I/T	T	R	M	31.5.1.7 31.5.1.8
12.2.2.1.4	Complete basic business forms such as purchasing contracts, loans, etc.										I/T	T	R	M	31.5.1.9
*12.2.2.1.5	Complete basic government forms such as taxes, licences and permits, passports, etc.										I/T	T	R	M	31.2.1.1 31.5.1.4
12.2.2.1.6	Complete basic legal forms such as wills, agreements, contracts, etc.										I/T	T	R	M	
12.2.3	Apply school skills														
12.2.3.1	Write notes from written material								I/T	T	T/R	T/R	R/M	M	31.6.3.10 51.2.10
*12.2.3.2	Write outlines from spoken and written material								I/T	T	T/R	T/R	R/M	M	11.5.3.1, 11.5.3.2 11.5.3.3, 51.2.15
12.2.3.3	Write notes from spoken material										I/T	T	R	R	31.3.3.3 31.6.3.10
12.2.3.4	Write summaries and paraphrases from written material								I/T	T	T/R	T/R	R/M	M	11.3.19 51.2.5
12.2.3.5	Compile a bibliography										I/T	T	T/R	R/M	51.2.8 51.2.9
12.2.3.6	Use footnotes										I/T	T	T/R	R/M	51.6.18
12.2.3.7	Write book reports appropriate to grade level							I	I	I/T	T	T/R	T/R	R/M	M	

I = Introduce T = Teach R = Reinforce M = Maintain

*Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS	12 LANGUAGE ARTS

SKILL AREA — SKILL

12.2 Composition

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
12.2.4 Apply creative writing skills														
12.2.4.1 Listen to short stories and poetry in preparation for writing	I	I	T	T	T	T	T	R/M	M	→				
12.2.4.2 Compose a short story with emphasis in creativity of:														
12.2.4.2.1 One sentence		I	I/T	T	M	→								
12.2.4.2.2 Three sentences			I	I/T	T	T	M	→						
12.2.4.2.3 One paragraph				I	I/T	T	T/R	R/M	R/M	M	→			
12.2.4.3 Compose a creative short story with a beginning, middle and end					I	I/T	T	T	T/R	T/R	T/R	M	M	
12.2.4.4 Compose an original story including a complete plot, characters, action and conclusion of approximately 100-300 words						I	I/T	T	T	T	T	T	R/M	
12.2.4.5 Compose a short poem (rhyme not essential)			I	T	T	T	R	M	M	→				
12.2.4.6 Compose a poem of description						I/T	T	T	T	T	T	T	T	
12.2.4.7 Compose a poem of narration (story poem, ballad)							I/T	T	T	T	R	M	M	

I = Introduce T = Teach R = Reinforce M = Maintain

10 ESSENTIAL SKILLS	12 LANGUAGE ARTS

SKILL AREA SKILL

12.3 Spelling

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
12.3.1 Apply phonics skills														
12.3.1.1 Apply auditory discrimination skills														
12.3.1.1.1 Auditorily discriminate gross sounds	I/T	R/M											→	11.2.1
12.3.1.1.2 Auditorily discriminate first dissimilar, then similar sounding consonants	I/T	I/T	T	T	R	R	M						→	11.2.2 11.2.3
12.3.1.1.3 Auditorily discriminate between long and short vowel sounds	I	T	T	T	T	R	M						→	11.2.4 11.2.5
12.3.1.1.4 Auditorily discriminate first dissimilar, then similar two and three letter consonant blends		I	T	T	T	R	M						→	11.2.6 11.2.7
12.3.1.2 Apply visual discrimination skills														
12.3.1.2.1 Visually discriminate first dissimilar, then similar single letters of the alphabet	I	T	R	R	M	M	M						→	11.1.4
12.3.1.2.2 Visually discriminate first dissimilar, then similar letters in two letter combinations	I	I/T	T	T	T/R	M	M						→	11.2.9 11.2.10
12.3.1.2.3 Visually discriminate first dissimilar, then similar three letter words	I	I/T	T	T	T/R	R/M	M						→	
12.3.1.2.4 Visually discriminate four and five letter similar words		I	I/T	T	T	T	T/R	M					→	
12.3.1.3 Apply writing skills														
12.3.1.3.1 Write single letters for consonants heard in beginning, end or medial position		I	T	T	T	R	M						→	11.2.1, 11.2.2 11.2.3
12.3.1.3.2 Write vowel letters for short vowels heard		I	T	T	T	R	M						→	
12.3.1.3.3 Write vowel letters for long vowels heard		I	T	T	T	R	M						→	
12.3.1.3.4 Write the letters for two and three letter blends heard		I	T	T	T	T	R/M						→	
12.3.1.3.5 Write common word family endings for 2, 3 and 4 letter endings such as an, and, ight		I	I	T	T	T	T	R	M				→	
12.3.1.3.6 Write letters for common vowel dipthongs				I	T	T	T	R	M				→	
12.3.2 Apply word structure skills														
12.3.2.1 Hear and identify syllables from spoken words			I	T	T	T	T	R/M	M				→	11.2.28, 11.2.29 11.2.30

I = Introduce T = Teach R = Reinforce M = Maintain

10 ESSENTIAL SKILLS | 12 LANGUAGE ARTS

SKILL AREA | SKILL

12.3 Spelling

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
12.3.2.2 Identify syllables in written words				I	T	T	T	R	M	→	→	→	→	11.2.28 11.2.29 11.2.30
12.3.2.3 Identify and write base/root words			I	T	T	T	T	T	T	T	T	T	T	11.2.23
12.3.2.4 Identify and add prefixes and suffixes				I	T	T	T	T	T	T	T	T	T	11.2.26, 11.2.27 11.2.34
12.3.2.5 Identify and add plural endings			I	T	T	T	T	T	T	T/R	M	→	→	11.2.18 11.2.19
12.3.2.6 Identify and add possessive endings				I	T	T	T	T	T	T/R	M	→	→	
12.3.2.7 Identify and write compound words			I	I	T	T	T	R	M	→	→	→	→	11.2.17
12.3.2.8 Identify and write contractions			I	I	T	T	T	T	T	T/R	M	→	→	11.2.21
12.3.2.9 Understand and apply basic spelling rules				I	T	T	T	T	T	T/R	M	M	M	31.3.1.4
12.3.3 Apply mastery skills														
*12.3.3.1 Spell 80% of the 2, 3, and 4 letter words (see attached list)		I	T	test T	R	R	M	→	→	→	→	→	→	
*12.3.3.2 Spell 80% of the 5, 6, and 7 letter words (see attached list)			I	T	T	T	test T	R	M	→	→	→	→	
*12.3.3.3 Spell 80% of all words listed (see attached list)			I	T	T	T	T	T	test T	R	M	M	M	31.3.1.2

I = Introduce T = Teach R = Reinforce M = Maintain

*Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS	12 LANGUAGE ARTS

SKILL AREA — SKILL

12.4 Penmanship

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
12.4.1 Utilize manuscript readiness														
12.4.1.1 Make circles, squares, triangles and straight lines in a variety of media (paint, chalk, crayon, clay, etc.)	I/T	I/T	T/R	M									→	21.1.2 13.5.0.1.1
12.4.1.2 Trace basic geometric shapes	I/T	R	M										→	13.5.0.2.1 13.5.0.2.1
12.4.1.3 Form circles, vertical, horizontal and slanted straight lines with a pencil	I/T	R	R	M									→	21.1.8 13.5.0.2.1
12.4.1.4 Recognize that certain forms are letters of the alphabet	I/T	T	R	M									→	11.1.4
12.4.1.5 Recognize that certain forms are numerals	I/T	T	R	M									→	11.1.4 13.1.1.1.4
12.4.1.6 Give letter names of upper case letters of the alphabet	I/T	I/T	R	M									→	11.1.4
12.4.1.7 Give letter names of lower case letters of the alphabet	I/T	I/T	R	M									→	11.1.4
12.4.1.8 Match upper and lower case letters of the alphabet	I/T	I/T	R	M									→	11.1.4
12.4.1.9 Recognize her/his own name in manuscript	I/T	R	M										→	
12.4.1.10 Track visually and manually from left to right and from top to bottom on paper	I	I/T	T	R	M								→	11.1.1
12.4.2 Apply manuscript skills														
12.4.2.1 Trace and copy upper and lower case manuscript letters		I/T	R	M									→	
12.4.2.2 Write the alphabet from memory using appropriate form, size and placement on the line		I/T	T	R	M								→	
12.4.2.3 Copy manuscript words spacing letters within words correctly		I/T	T	R	M								→	
12.4.2.4 Write manuscript words spacing letters within words correctly		I/T	T	R	M								→	
12.4.2.5 Copy sentences in manuscript spacing between words		I/T	T	R	M								→	
*12.4.2.6 Write short sentences in manuscript from memory		I/T	T/R	M									→	
12.4.2.7 Pay attention to the appearance of his/her written work (neatness, margins, etc.)		I/T	T/R	T/R	T/R	T/R	T/R	M					→	31.3.1.25 31.6.1.4
12.4.2.8 The left-handed students can: Position paper, position hand and arm, and hold pencil, for a clear view of what they are writing	I	I	T	R	M								→	

I = Introduce T = Teach R = Reinforce M = Maintain *Contained in Minimum Proficiency Level

10 ESSENTIAL SKILLS | 12 LANGUAGE ARTS

SKILL AREA — SKILL

12.4 Penmanship

GRADE LEVELS

THE STUDENT CAN	K	1	2	3	4	5	6	7	8	9	10	11	12	SHARED
**12.4.3 Apply cursive skills														
12.4.3.1 Recognize and name upper and lower case cursive letters				I/T	T/R	M	M	—	—	—	—	—	→	
12.4.3.2 Trace and copy single cursive letters				I/T	T/R	M	—	—	—	—	—	—	→	
12.4.3.3 Write from memory single cursive letters				I/T	T	T	T/R	M	—	—	—	—	→	
12.4.3.4 Trace and copy any two letter combinations in cursive				I/T	T	T	R	M	—	—	—	—	→	
12.4.3.5 Write from memory any two letter combinations in cursive				I/T	T	T	R	M	—	—	—	—	→	
12.4.3.6 Trace and copy any two capital and lower case combinations				I/T	T	T	R/M	—	—	—	—	—	→	
12.4.3.7 Write from memory any two capital and lower case combinations				I/T	T	T	R/M	—	—	—	—	—	→	
12.4.3.8 Write words in cursive				I/T	T	T	R/M	—	—	—	—	—	→	
*12.4.3.9 Write short sentences in cursive, legibly				I/T	T	T	R/M	—	—	—	—	—	→	
12.4.3.10 Write cursive with sufficient speed					I/T	T	R/M	M	M	—	—	—	→	
12.4.3.11 Use cursive handwriting skills in other subject areas					I/T	T	R/M	M	M	—	—	—	→	
12.4.3.12 Pay attention to the appearance of his/her written work (neatness, margin, etc.)				I/T	T	T	R/M	—	—	—	—	—	→	
12.4.3.13 The left-handed students can: slant paper, position hand and arm, hold pencil for a clear view of what they are writing				I/T	T	T	R/M	—	—	—	—	—	→	

**Cursive writing skills should not be introduced prior to the middle of the third grade

I = Introduce T = Teach R = Reinforce M = Maintain

*Contained in Minimum Proficiency Level

LANGUAGE ARTS — 10 units
English Skills A — 1 year

Reading Level Achievement: Grade 1-3.9

This course is designed for students who have not mastered third grade reading skills. Prime emphasis is on the basic skills of reading including the REACH minimum proficiency levels 17-29 in Reading. The student will master writing grammatically correct complete sentences and multiple sentences according to the REACH Writing System. Vocabulary development and literal comprehension skills will be stressed. Speaking skills stressed will include an oral recall of facts from a reading selection and a group discussion. Homework may be required.

COURSE GOALS

1. Achieve mastery of grammatically correct single and multiple sentences.
2. Achieve mastery of a 4.0 reading level.
3. Achieve mastery of REACH minimum proficiency levels 17-29.
4. Master literal comprehension skills to the 4.0 reading level.
5. Increase written and spoken vocabulary.
6. Improve oral expression.
7. Provide background for study skills.

COURSE BEHAVIORAL OBJECTIVES

I. COMPOSITION SKILLS

1. Develop legible handwriting.
2. Identify key words in a question.
3. Write a complete sentence.
4. Write multiple sentences on one topic.

II. READING SKILLS

1. Understand and use common phonetic rules.
2. Understand and use structural analysis.
3. Master basic sight word vocabulary.
4. Read fluently and accurately passages of appropriate difficulty.
5. Identify and classify factual details.
6. Identify and establish a sequence of events.
7. Follow simple written directions.
8. Identify main idea of simple paragraph.
9. Visualize strong settings and characters.

III. ORAL LANGUAGE SKILLS

1. Answer questions, giving relevant details.
2. Describe qualities and uses of objects.
3. Read aloud to small group.
4. Participate in structured class discussion.

(continued on next page)

IV. VOCABULARY AND SPELLING

1. Identify and use synonyms, antonyms, and homonyms.
2. Use glossary or dictionary to determine word meanings.
3. Understand common abbreviations.
4. Classify words by meaning.
5. Identify incorrectly spelled words in own writing.

V. STUDY SKILLS

1. Locate library and understand check-out procedures.
2. Alphabetize.
3. Identify parts of a book.

ENGLISH A

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
I. COMPOSITION SKILLS		
1. Develop legible handwriting.	Students practice uniformity of size, spacing and slant in handwriting.	REACH Writing System, elementary level; Ginn writing materials, elementary level; Improving Handwriting, Scholastic Publications.
2. Identify key words in a question.	Students discuss and underline key words in simple questions.	REACH Writing System, jr. high and high school levels.
3. Write a complete sentence.	Students use question to statement transforms.	REACH Writing System, jr. high and high school levels.
4. Write multiple sentences on one topic.	Students use multiple sentences to answer questions.	REACH Writing System.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS		
1. Understand and use common phonetic rules.	Students match pictures and words with similar sounds. Students identify and classify words following the same phonetic pattern.	REACH Reading Activities, elementary and jr. high MPLs; SRA Reading Skill Builders; Barnell Loft Specific Skills Series.
2. Understand and use structural analysis.	Students identify or match affixes and root words. Students identify and use common letter clusters to pronounce familiar and unfamiliar words.	REACH Reading Activities, MPLs 7, 17, 30; Glass Analysis Decoding Kit: Starters.
3. Master basic sight words.	Students recognize, orally and in writing, basic sight words.	Dolch basic sight word flash cards.
4. Read fluently and and accurately passages of appropriate difficulty.	In small groups, students read accurately with proper phrasing. Students read chorally. Students read phrase cards. Students read poetry. Students discuss the meanings of basic punctuation marks.	SRA Reading Skill Builders at level below student's current reading achievement. Barnell Loft Specific Skills Series. Dolch phrase cards. Teacher-selected material. Student writing.
5. Identify and classify factual details.	In oral and written work, students recall, identify and classify details.	REACH Reading Activities, MPLs 5, 12, 21.
6. Identify and establish a sequence of events.	In small groups, students identify the correct story sequence.	REACH Reading Activities, MPLs 6, 13, 22; Barnell Loft Specific Skills Series: Sequence.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS (continued)		
7. Follow simple written directions.	Students read and follow directions.	REACH Reading Activities, MPLs 11, 20; Barnell Loft Specific Skills Series: Following Directions Levels A and B.
8. Identify the main idea of a simple paragraph.	Students read paragraph, discuss and identify the main idea.	REACH Reading Activities, MPL 14; Barnell Loft Specific Skills Series: Main Idea Levels A and B.
9. Visualize story settings and characters.	In small groups, students discuss what they think story characters and settings look like. Students will draw a story character or setting.	High interest, low vocabulary stories; Real Stories, Book 1 and Book A.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
III. ORAL LANGUAGE SKILLS		
1. Answer questions, giving relevant details.	In small groups, students answer questions in multiple sentences.	Real Stories, Level 1 and Level A.
2. Describe qualities and uses of objects.	Students describe characters, props and settings of stories.	Real Stories, Level 1 and Level A.
3. Read aloud to small group.	In small groups, students read play parts, story passages, and poems aloud.	Scholastic Action Series. Barnell Loft Multiple Skills Series, Level A and B; Shel Silverskin, Where the Sidewalk Ends and Light in the Attic.
4. Participate in structured class discussion.	Students participate in group discussions to to determine solutions to a story problem.	REACH Speaking and Listening Materials: "SET" and "GO."

ENGLISH A

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
IV. VOCABULARY/SPELLING		
1. Identify and use synonyms, antonyms, and homonyms.	Students match, identify, and supply synonyms, antonyms, and homonyms.	REACH Reading Activities, MPLs 8, 9, 18.
2. Use glossary or dictionary to determine word meanings.	Students identify and paraphrase, orally and in writing, appropriate word meanings.	REACH Reading Activities, MPL 16.
3. Understand common abbreviations.	Students identify, match, and use common abbreviations.	REACH Reading Activities, MPL 27; teacher/student-made materials.
4. Classify words by meaning.	Students classify words into categories.	REACH Reading Activities, MPLs 4, 10, 19.
5. Identify incorrectly spelled words in own	Students will underline words that they think they have misspelled.	San Mateo Spelling System, teacher's manual.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
V. STUDY SKILLS		
1. Locate library and understand check-out procedures.	Students visit library, discuss and practice check-out procedures.	Teacher-made materials; REACH Reading Activities, MPL 29.
2. Alphabetize.	Students organize words, names, and titles alphabetically.	REACH Reading Activities, MPLs 16, 28.
3. Identify parts of a book.	Students identify common parts of a book orally and in writing.	REACH Reading Activities, MPL 29.

LANGUAGE ARTS 10 units
English Skills B 1 year

Reading Level Achievement: Grade 4 - 5.9

This course is designed for students who have not mastered fifth grade reading skills. It will focus on the student's development of reading, vocabulary, spelling, grammar, sentence writing and questioning skills. This course will also focus on the REACH minimum proficiency levels 30-42 in Reading. Oral discussion of reading selections will be emphasized. Homework may be required.

COURSE GOALS

1. Achieve mastery of basic paragraph writing using the First Paragraph Guide in REACH Writing System.
2. Achieve mastery of a 6.0 reading level.
3. Achieve mastery of MPLs 30-42 in REACH Reading Activities.
4. Master literal and referential comprehension skills to the 6th grade reading level.
5. Increase written and spoken vocabulary.
6. Improve oral expression skills.
7. Learn basic study skills.

COURSE BEHAVIORAL OBJECTIVES

I. COMPOSITION SKILLS

  1. Develop and write questions.
  2. Write multiple questions on one topic.
  3. Write a complete paragraph on one topic with an introductory sentence, supporting details, and a clincher (concluding sentence).

II. READING SKILLS

  1. Understand and use structural analysis.
  2. Derive word meaning from context clues.
  3. Interpret information from signs, posters, graphs and diagrams.
  4. Place story events in proper sequence.
  5. Distinguish between fact and opinion.
  6. Identify and infer cause and effect.
  7. Identify main idea of a reading passage.
  8. Read fluently and accurately passages of appropriate difficulty.
  9. Comprehend 6.0 reading passages at the literal and inferential level.

III. ORAL LANGUAGE SKILLS

  1. Recite memorized poem.
  2. Relate experiences and retell stories sequentially.
  3. Use voice to convey punctuation and meaning.
  4. Give specific directions.
  5. Participate in structured class discussion.

(continued next page)

IV. VOCABULARY AND SPELLING SKILLS

1. Identify and correct misspellings in own writing.
2. Recognize and use multiple meanings of words at the literal and figurative level.
3. Use glossary or dictionary to determine word meanings.
4. Identify and define the meaning of common affixes.

V. STUDY SKILLS

1. Understand and use common reference materials.
2. Locate and use reference section.
3. Examine techniques for reading to learn in content areas.
4. Organize information.

ENGLISH B

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
I. COMPOSITION SKILLS		
1. Students will develop and write questions.	In small groups, students brainstorm questions on a given topic. Students write questions on a topic.	REACH Writing System, jr. high and high school levels, Questioning exercises.
2. Students will write multiple questions on one topic.	Students write sub-questions for questions that they have written.	
3. Write a complete paragraph with an introductory sentence, supporting details and a clincher.	Students write paragraphs and essays on topics generated from the teacher, reading materials and the REACH Writing Guide.	REACH Writing System, jr. high and high school levels, First Paragraph Guide exercises.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS		
1. Understand and use structural analysis.	Students will identify word parts.	REACH Reading System, MPL 31.
	Students identify and use common letter clusters.	*Glass Anaylsis Decoding Kit: Completers.*
2. Derive word meaning from context clue.	Using context clues, students match or supply the appropriate word or definition.	REACH Reading System, MPL 31.
		Strangely True, Scholastic Scope Inc.
		Barnell Loft Series, Levels C, D, and E "Context Clues."
3. Interpret information from signs, posters, graphs, and diagrams.	Students discuss symbols and methods used on common graphs, signs, and diagrams.	REACH Reading Materials for MPL 40.
	Students answer questions based on information provided by signs, posters, graphs, and diagrams.	*Real Life Reading Skills* from Scholastic Inc.
4. Place story events in proper sequence.	In small groups, students cut and disorganize comic strips for other students to arrange; discuss results and process.	Sunday Newspaper Comic section.
	Students place events in sequential order.	REACH Reading Materials for MPL 34.
		Real Stories from Globe Inc., Levels 2, 3 and B.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS (contd.)		
5. Distinguish between fact and opinion.	Students discuss and define fact and opinion. Students brainstorm examples of each.	
	Students identity examples of facts and opinions.	REACH Reading Materials for MPL 38. Barnell Loft Specific Skills Series: Fact and Opinion, Levels, B, C and D.
6. Identify and Infer Cause and Effect.	Students discuss and complete oral and written exercises for cause and effect.	REACH Writing Materials for MPL 36. Barnell Loft Specific Skills Series: Cause and Effect, Levels B, C, and D.
7. Identify the main idea of a reading passage.	Students discuss and complete oral and written exercises for main idea.	REACH Reading Materials for MPL 35. Barnell Loft Specific Skills Series: Main Idea, Levels C, D, and E. Reading Achievement, Scholastic Book Services, Levels A, B, and C.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS (cont'd.)		
8. Read fluently and accurately passages of appropriate difficulty.	Students will accurately read common phrases.	Dolch phrase cards.
	Students chorally read passages and poems.	Barnell Loft, Specific Skills: Mixed Comprehension Skills, Levels D, C, and E.
		Real Stories, Globe Inc., Levels 2, 3, and B.
	Students read aloud previewed material in small groups and chart accuracy progress.	Real Stories, Globe Inc., Levels, 2, 3 and B.
9. Comprehend 6.0 grade difficulty reading materials at the literal and inferential level.	Students read, discuss and write about reading materials.	Reading Achievement, Spache & Spache, Scholastic Book Services, Levels A, B, and C.
		Real Stories, Globe Inc., Levels 2, 3 and B.
		Illustrated Classics, Pendulum Press (available from IRC).
	Students complete Cloze passages.	Chillers and Thrillers, Scholastic Scope Inc.
		Strangely True, Scholastic Scope Inc.

ENGLISH B

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
III. ORAL LANGUAGE SKILLS		
1. Recite memorized poem.	After discussing memorization process and enjoyable poems, students memorize and recite poems in small groups.	Reflections on a Watermelon Pickle, Where the Sidewalk Ends, The Light in the Attic. (All available from IRC.)
2. Relate experiences and retell stories sequentially.	Discuss the importance of sequence in a story. Model a story. In small groups, students relate first a personal experience and then retell a story. Require full sentences and clear voice.	REACH Speaking and Listening Materials "SET" and "GO."
3. Use voice to convey punctuation and meaning.	Students discuss voice value of punctuation and practice differently on one sentence. For example: I failed the test. I failed the test. I failed the test? I failed the test?	Teacher-generated materials.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
III. ORAL LANGUAGE SKILLS (continued)		
4. Give specific directions.	In small groups, have student give directions to other students on various tasks (i.e. putting on shoe, drawing a picture, making a sandwich. Students discuss needed and distractor directions.	REACH Materials "SET" and "GO."
5. Participate in structured class discussion.	Students brainstorm alternatives and select solutions.	REACH Materials "SET" and "GO."

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
IV. VOCABULARY/SPELLING		
1. Identify and correct misspellings in own writing.	Students identify misspelled words. Using appropriate resources, they correct the spellings.	San Mateo Spelling System, Teacher's Guide.
2. Recognize and use multiple meanings of words at the literal and figurative levels.	Students discuss and use multiple meanings of words.	Marcy Cook's Provoking Word Problems.
3. Use glossary or dictionary to determine word meanings.	Provided a context, students select appropriate meanings for words.	REACH Reading Activities for MPLs 16, 28, 41.
4. Identify and define the meaning of common affixes.	Students discuss and write affixes and their meanings.	REACH Reading Activities for MPL 30.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
V. STUDY SKILLS		
1. Understand and use common reference materials.	Students discuss and practice using encyclopedias, atlases, almanacs, dictionaries, and phone books.	REACH Reading Activities for MPL 41. Spache & Spache, Reading Achievement, Levels A, B and C. School Library materials.
2. Locate and use reference section.	Students tour and work in reference section of school library.	School Library.
3. Learn techniques for reading to learn in content areas.	Students discuss reading efficiency purposes and methods in content area reading.	Reading Efficiency, Study Skills, Scholastic Scope Inc. Spache & Spache, Reading Achievement, Levels A, B and C.
4. Organize information.	Students will gather information on notecards, categorize and sort their notecards, and write a mini-research report on a subject of their choice.	School Library materials.

LANGUAGE ARTS
English C

10 units
1 year

Grade Level Ability: 6-7.5

This course is designed for students who have not mastered seventh grade reading skills. It is a developmental reading course including the essentials of composition, English grammar, spelling, and vocabulary development. The student will master REACH MPLs 17-42, and the Second Paragraph Guide as described in the REACH Writing System. The course will also stress informative and descriptive oral presentations. Homework may be required.

COURSE GOALS

1. Achieve mastery of 7.5 reading level.
2. Review sentence development and multiple sentencing leading to a mastery of the Second Paragraph Guide in REACH Writing System.
3. Practice one-page compositions using multiple paragraphs with an introduction, body, and conclusion.
4. Improve score on the minimum proficiency composition.
5. Improve oral expression and oral discussion skills.
6. Become familiar with the school library.

COURSE BEHAVIORAL OBJECTIVES

I. COMPOSITION SKILLS

1. Write a complete sentence.
2. Write a multiple sentences on one topic.
3. Write a complete paragraph on one topic with an introductory sentence, supporting statements, and a clincher.
4. Practice writing one page compositions on a specific topic using multiple paragraphs with an introduction, body, and conclusion.
5. Practice proofreading and rewriting skills.

II. READING SKILLS

1. Derive word meaning from context clues.
2. Classify words.
3. Recall factual details of a paragraph.
4. Place plot events from a story in proper sequence.
5. Identify the main idea of a paragraph.
6. Explain cause/effect of events in a story.
7. Infer a conclusion from a written selection.
8. Distinguish fact from opinion.
9. Interpret information from signs, posters, graphs, and diagrams.
10. Use a table of contents, index, and dictionary guide words to locate information.

III. ORAL LANGUAGE SKILLS

1. Ask questions to obtain information.
2. Respond to questions during class discussions.
3. Participate effectively in structured oral group discussions.
4. Read his/her own writing aloud to a small group or the whole class.
5. Take part in oral readings of plays and stories.

(continued next page)

IV. VOCABULARY AND SPELLING

1. Identify prefixes and suffixes.
2. Spell all the words listed in "Words Most Frequently Found in Children's Writing."

V. STUDY SKILLS

Locate the different sections of the school library: fiction, biography, non-fiction, magazines, card catalog.

ENGLISH C

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
I. COMPOSITION SKILLS		
1. Write a complete sentence.	Use question to statement transforms.	REACH Writing System.
	Students answer reading comprehension questions in complete sentences.	Answer Close Up questions following reading selections in Cascade reader.
2. Write multiple sentences on one topic.	Use multiple statements.	REACH Writing System, Multiple Statements.
3. Write a complete paragraph on one topic with an introductory sentence, supporting statements, and a clincher.	Students write paragraphs on topics generated from the teacher, reading materials, and the REACH Writing System.	REACH Writing System, First Paragraph Guide sequentially through Appendix.
4. Practice writing one page compositions on a specific topic using multiple paragraphs with an introduction, body and conclusion.	Students write compositions on topics generated from the teacher, reading materials, and the REACH Writing System.	REACH Writing System.
5. Practice proofreading and rewriting skills.	Students read each other's compositions and make suggestions and corrections. Students also rewrite, after the teacher corrects their first drafts or after read-around group input.	REACH Writing System, Correction Key.

ENGLISH C

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS		
1. Derive word meaning from context clues.	Read a short selection and then have class define unfamiliar words. Complete various teacher-developed assignments.	Cascade. REACH Reading Materials for MPLs 18 and 31.
2. Classify words.	Present a list of words on the overhead projector and have students classify the words. Complete various teacher-developed assignments.	REACH Reading Materials for MPL 19.
3. Recall factual details of a paragraph.	Students answer questions about reading assignments. During the oral reading of a selection, students formulate factual questions about the story.	REACH Reading Materials for MPLs 21 and 33. Newspaper and magazine articles.
4. Place plot events from a story in proper sequence.	Students draw time lines recording specific main events in a reading assignment.	REACH Reading Materials for MPLs 22 and 34.
5. Identify the main idea of a paragraph.	Students summarize a story the class has read. Complete various teacher-developed assignments.	REACH Reading Materials for MPLs 23 and 35.
6. Explain cause/effect of events in a story.	Students read short story, then discuss and list cause/effect relationships within the story.	REACH Reading Materials for MPLs 24 and 36.
7. Infer a conclusion from a written selection.	After reading a short story with an implied conclusion, students write a sequel to the story.	REACH Reading Materials for MPLs 25 and 37.
8. Distinguish fact from opinion.	Students present oral reports on editorial pages in The Daily Review, indicating examples of fact and opinion.	REACH Reading Materials for MPLs 26 and 38.

ENGLISH C

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS continued		
9. Interpret information from signs, posters, graphs, and diagrams.	Students discuss examples of graphs, signs, posters, etc., then invent a graph or diagram and write its meaning.	REACH Reading Materials for MPL 40. Real Life Reading Skills from Scholastic Inc.
10. Use a table of contents, index, and dictionary guide words to locate information.	Students examine and discuss xerox copies of the table of contents, index, and glossary of a book, then write the characteristics of the book they are part of.	REACH Reading Materials for MPLs 28, 29 and 41. Cascade literature book.

ENGLISH C

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
III. ORAL LANGUAGE SKILLS		
1. Ask questions to obtain information.	Require students to speak clearly and use sentences when asking the teachers questions about an assignment.	
2. Respond to questions during class discussion.	Students respond verbally to questions about reading/literature material.	Cascade literature book.
3. Participate effectively in structured oral group	Given a story problem, the students will participate in a group discussion to determine a solution.	REACH Speaking and Listening Materials: "SET" and "GO."
4. Read own writing aloud to a small group or the whole class.	Students read their own writings aloud to assigned writing group.	See entire "Discussion" section of "SET."
5. Take part in oral readings of plays and stories.	Students read aloud a short story or newspaper/magazine articles.	Scholastic magazines Scope and Voice.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
IV. VOCABULARY AND SPELLING		
1. Identify prefixes and suffixes.	Score at 80% or better on REACH CRTs for MPL 17. (After the students are familiar with several affixes, they can create their own nonsense words, e.g., octopedal horse.)	REACH Reading Materials for MPLs 17 and 30.
2. Spell all the words listed in "Words Most Frequently Found in Children's Writing."	Students memorize a word list each week. Test during final exam.	REACH Language Arts Continuum (word list).

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
V. STUDY SKILLS		
1. Locate the different sections of the school library: fiction, biography, non-fiction, magazines, card catalog, etc.	Using the librarian as a resource person, students investigate the library.	School library.

LANGUAGE ARTS 10 units
English D; English DD 1 year

Prerequisite: 8th grade reading ability

This course is designed to review and strengthen a student's basic reading and writing skills in preparation for acquisition of more advanced learning. The course will focus on paragraph writing; literal meanings in literature; grammar, vocabulary and spelling skills related to the writing of complete sentences; and the ability to respond to questions and express opinions verbally. Homework will be required.

COURSE GOALS

1. Review sentence development and multiple sentencing.
2. Improve writing of complete paragraph.
3. Strengthen basic reading skills such as: main idea, sequencing, recall of details, etc.
4. Strengthen good oral discussion habits.
5. Improve writing of complete sentences with correct spelling, punctuation and capitalization.
6. Become familiar with school library.
7. Develop habit of reading daily newspaper.

COURSE BEHAVIORAL OBJECTIVES

I. COMPOSITION SKILLS

1. Write a complete sentence.
2. Write multiple sentences on one topic.
3. Write a complete paragraph on one topic with an introductory sentence, supporting statements and a concluding sentence.
4. Practice writing one-page composition on a specific topic using multiple paragraphs with an introduction, body, and conclusion.
5. Practice proofreading and rewriting skills.
6. Use correct spelling, capitalization and punctuation.

II. READING SKILLS

1. Identify the main idea of a paragraph or story.
2. Recall factual details of a paragraph or story.
3. Place plot events from a story in proper sequence.
4. Identify the main characters in a story.
5. Identify the setting for a story.
6. Explain cause/effect of events in a story.

III. ORAL LANGUAGE SKILLS

1. Respond voluntarily to questions during class discussions.
2. Take turns listening to other students.
3. Express feelings and opinions verbally to class.
4. Share own writing verbally with class.

(continued on next page)

IV. VOCABULARY/SPELLING

1. Identify appropriate affixes for root (base) words.
2. Identify similarities of meanings among words with the same root.

V. STUDY SKILLS

1. Locate different types of publications (fiction, biographies, nonfiction, magazines, etc.) in the library.
2. Locate card catalogues in the school library.
3. Check out a book from the school library.
4. Take notes on information presented verbally.
5. Construct a simple outline of main ideas.
6. Learn the parts of a newspaper.
7. Practice reading the newspaper on a daily basis.

ENGLISH D

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
I. COMPOSITION SKILLS		
1. Write a complete sentence.	Students answer reading comprehension questions in complete sentences.	"Seeking Meaning" questions following reading selections in Adventures for Readers, Book Two.
2. Write multiple sentences on one topic.	Students practice multiple sentencing using exercises from the REACH Writing Guide.	Multiple Statements chapter, 10 pages, REACH Writing System.
3. Write a complete paragraph on one topic with an introductory sentence, supporting statements and a concluding sentence.	Students write paragraphs and essays on topics generated from the teacher, reading materials and the REACH Writing Guide.	Exercises from First Paragraph Guide sequentially through the entire Junior High appendix of REACH Writing System.
4. Practice writing one-page compositions on a specific topic using multiple paragraphs with an introduction, body, and conclusion.		
5. Practice proofreading and rewriting skills.		
6. Use correct spelling, capitalization and punctuation.	In all writing assignments, mechanics (including spelling, capitalization and punctuation as well as grammar) will be emphasized on an "as needed" basis. Please see "The Writing Process," pages 17-18.	California State's Handbook for Planning an Effective Writing Program.

ENGLISH D

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS AND LITERATURE EXPERIENCE		
1. Identify the main idea of a paragraph or story.	Students listen to a news broadcast and make a list of sentences stating the main ideas of the program.	Radio, television.
2. Recall factual details of a paragraph or story.	Students summarize a story the class has read.	*Adventures for Readers, Book Two*.
3. Place plot events from a story in proper sequence.	Students make charts showing order of events in a story.	
4. Identify the main characters in a story.	Student assumes the persona of the main character of a story the class has read and retells the story from the point of view of that character.	
5. Identify the setting for a story.	Students illustrate the setting for a story the class has read.	
6. Explain cause/effect of events in a story.	Students read a novel and state its theme, identify main and supporting characters, trace sequence of events and identify the cause/effect of crucial events.	*Shane*, Jack Schaefer.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
III. ORAL LANGUAGE SKILLS		
1. Respond voluntarily to questions during class	Students respond verbally to questions about reading/literature material.	Adventures for Readers, Book Two.
2. Take turns listening to other students.	Given a story problem, the student will participate in a group discussion to determine a solution.	REACH Speaking and Listening Materials - "SET" and "GO"; "SET," 143.
3. Express feelings and opinions orally to class.	Given an event, students will participate in a group discussion to provide several possible consequences.	"SET" page 135. (See entire "Discussion" section of "SET.")
4. Share own writing orally with class.	Students share their own written essays orally with classmates.	Student writing.

ENGLISH D

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
IV. VOCABULARY/SPELLING		
1. Identify appropriate affixes for root (base) words.	Score at 80% or better on REACH CRTs for MPL 17.	REACH Reading CRTs and Learning Packets for MPL 17.
2. Identify similarities of meanings among words with the same root.	Perform at 80% accuracy on REACH MPL 17 exercises, pages 1-17.	Vocabulary text: (D) *Vocabulary Workshop, Level D* (Harcourt Brace Jovanovich); (DD) *Vocabulary Workshop* (Sadlier Oxford).

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
V. STUDY SKILLS		
1. Locate different types of publications (fiction, biographies, non-fiction, references materials, magazines, etc.) in the library.	Students identify the title, author/editor, call number and location of at least one publication in each category: fiction, biographies, non-fiction, reference book, periodical.	Materials available in school library.
2. Locate card catalogues.	Given a description of the three types of cards found in the card catalogue, students will draw an example of each.	
3. Check out a book from the school library.	Students will check out a book from the school library.	
4. Take notes on information presented verbally.	Students will take notes on oral reports prepared by their classmates on various newspaper articles.	Daily Review, Oakland Tribune, San Francisco Chronicle, etc. Exercises filed under MPL #27 in REACH Reading MPLs.
5. Construct a simple outline of main ideas.	After listening to an oral reading of a short story or news article, students construct a simple outline of main ideas.	
6. Learn the parts of a newspaper.	Students list and define eight different parts of a newspaper.	
7. Practice reading the newspaper on a daily basis.	Students prepare brief summaries of at least one newspaper article per day for a period of one month as a homework assignment.	

Language Arts 10 units
English Ep; English EEp 1 year

Prerequisite: 9th grade reading ability

This course is a basic course in developing writing style and interpreting literature. It will prepare a student for the minimum proficiency tests in Reading and Composition. It will include a review of paragraphing and will focus on the development of a five-paragraph essay. Grammar, vocabulary and spelling skills will be strengthened through student writing. Reading skills will be improved by stressing the ability to interpret as well as recall details in literature. Oral language will be improved via oral presentations. Homework will be required.

COURSE GOALS

1. Review and improve quality of paragraphing.
2. Develop writing of five-paragraph essay with introductory and concluding paragraphs.
3. Improve understanding and use of complex sentence structure.
4. Improve sentence variety in compositions.
5. Improve ability to speak before large groups.
6. Develop ability to interpret as well as comprehend reading material.
7. Develop ability to discuss reading material using literary terms.
8. Master the Dewey Decimal and/or Library of Congress systems and use to locate a book in the school library.

COURSE BEHAVIORAL OBJECTIVES

I. COMPOSITION SKILLS

1. Use a variety of supporting details (explanation, incident, definition, statistics) in written paragraphs.
2. Use REACH five-paragraph outline to organize essay.
3. Write a five-paragraph essay with introductory and concluding paragraphs.
4. Use varied sentence structure in compositions.

II. READING SKILLS

1. Describe main characters and trace their development throughout a short story or novel.
2. Define literary terms (foreshadowing, mood, climax, symbol) and find examples of them in class reading.
3. Pinpoint the turning point(s) in a story.
4. Classify information.
5. Differentiate between fact and opinion.
6. Recognize figurative meaning beneath a story's literal details.
7. Form personal interpretation of materials read and offer some textural support for ideas.

III. ORAL LANGUAGE SKILLS

1. Make oral presentation before a group.
2. Listen respectfully to others' presentations and offer constructive comments.

(continued)

IV. VOCABULARY/SPELLING SKILLS

Strengthen use of roots, prefixes and suffixes.

V. STUDY SKILLS

1. Identify three types of cards in card catalogue.
2. Use Dewey Decimal and/or Library of Congress systems to locate books.
3. Choose reference materials (dictionary, encyclopedia, almanac, atlas, etc.) appropriate to required information.
4. Differentiate between fact/opinion in newspaper articles.
5. Develop awareness of bias even in objective news reports.
6. State an author's opinion from editorial and supporting statements or lack thereof.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
I. COMPOSITION SKILLS		
1. Use a variety of supporting details (explanation, incident, definition, statistics) in written paragraphs.	Students review section on Paragraph Writing in REACH Writing System. Students use topics generated by teacher, reading materials, and exercises in REACH Writing System.	REACH Writing System Guide and High School Appendix. *Adventures in Reading*.
2. Use REACH five-paragraph outline to organize essay.		
3. Write a five-paragraph essay with introductory and concluding paragraphs.		
4. Use varied sentence structure in composition.	In writing assignments, check for varied structure and emphasis as needed.	Student writing.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS & LITERATURE EXPERIENCE		
1. Describe main characters and trace their development throughout a short story and/or novel.	Students read various short stories and write descriptions of the characters.	Adventures in Reading
2. Define literary terms (foreshadowing, mood, climax, symbol) and find examples of them in class reading.	Students read stories that illustrate these terms, find examples, and write them.	
3. Pinpoint turning point(s) in a story.	Students read stories and identify the turning point(s) of the story.	
4. Classify information.	Students classify information based on what they read.	REACH Reading MPL materials.
5. Differentiate between fact and opinion.	Students bring in articles from newspapers and identify facts and opinions stated in them.	Daily Review, Oakland Tribune, San Francisco Chronicle, etc.
6. Recognize figurative meaning beneath a story's literal details.	Students read stories for figurative meaning. Students write figurative meanings found in everyday activities.	Adventures in Reading.
6. Form personal interpretation of materials read and offer some textural support for ideas.	Students read a short story or novel and interpret what they have read with support for their interpreation by quoting directly from the story.	Adventures in Reading.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
III. ORAL LANGUAGE SKILLS		
1. Make oral presentation before a group.	Students present a "How To Do" or "How To Make" demonstration before the class. Students read own written work aloud to class.	Students' choice. Students' own writings.
2. Listen respectfully to others' presentations and offer constructive comment.	Students share their writing and class members offer comments that are positive only. (No negative comments to be given.)	Students' own writings.

ENGLISH E

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
IV. VOCABULARY/SPELLING SKILLS		
Strengthen use of roots, prefixes and suffixes.	Students successfully perform activities in the vocabulary book appropriate to their grade level.	Vocabulary Workshop, Third Course, and Shostak's Vocabulary level E.

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
V. STUDY SKILLS		
1. Identify three types of cards in card catalogue.	Given a description of the three types of cards found in the card catalogue, students will draw an example of each.	Materials available in school library.
2. Use Dewey Decimal and/or Library of Congress systems to locate books.	Students use the system to locate books listed on teacher-developed worksheet.	
3. Choose reference materials (dictionary, encyclopedia, almanac, atlas, etc.) appropriate to required information.	Given a research topic, students list the titles of reference materials appropriate to the topic.	
4. Differentiate between fact and opinion in newspaper articles.	Locate articles in local papers that illustrate fact/opinion and bias in objective news reports. Discuss articles from the Editorial page of these papers.	The Daily Review, Oakland Tribune, San Francisco Chronicle, etc.
5. Develop awareness of bias even in objective news reports.		
6. State an author's opinion from an editorial and supporting statements or lack thereof.		

LANGUAGE ARTS
English Fp; English FFp

10 units
1 year

Prerequisite: 10th grade reading ability

This course is designed to help the student better express him/herself both verbally and in writing. Essays will be cohesive and use more sophisticated support for main ideas. Grammar, vocabulary, and spelling skills will be strengthened through student writing. Oral discussions will focus on supporting one's own ideas and expanding another's thoughts. In literature, non-literal meaning will be stressed. Homework will be required.

COURSE GOALS

1. Expand essay beyond five paragraphs.
2. Improve transitions between paragraphs.
3. Encourage growth of personal voice in writing.
4. Develop ability to recognize and understand figurative language, metaphors/similies, etc.
5. Develop more sophisticated support for ideas in composition.
6. Improve ability to recognize point of view and bias.
7. Improve ability to make predictions and inferences based on reading.
8. Improve round-table discussion skills.

COURSE BEHAVIORAL OBJECTIVES

I. COMPOSITION SKILLS

1. Write a five-paragraph essay.
2. Improve quality of paragraphs.
3. Use transitions between paragraphs.
4. Write sentences that demonstrate logic, parallel structure, rhythm, and emphasis.
5. Practice proofreading and rewriting skills.

II. READING SKILLS

1. Recognize and understand use of figurative language, metaphor, and simile.
2. Recognize and identify point of view used in literature.
3. Recognize and attempt to predict plot development.
4. Understand and analyze character growth and development.
5. Identify various literary forms.
6. Recognize fact/opinion and bias.

III. ORAL LANGUAGE SKILLS

Participate in round table discussion using proper protocol.

IV. VOCABULARY/SPELLING SKILLS

1. Show understanding of word relationships by identifying synonyms and antonyms of a given word.
2. Complete analogies.
3. Practice using words from vocabulary text.

(continued next page)

V. STUDY SKILLS

1. Identify bias in articles.
2. Use periodical guide.
3. Recognize difference between fact and opinion.

ENGLISH F

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
I. COMPOSITION SKILLS		
1. Write a five-paragraph essay.	Students read "The Quiet Man" and write an essay discussing why the story appeals to a variety of people.	Adventures in Appreciation: "The Quiet Man" by Maurice Walsh.
2. Improve quality of paragraphs.	Students review their essays, checking and rewriting to provide at least three supporting details per paragraph.	Students' own essays.
3. Use transitions between paragraphs.	Review lists of coordinating adverbs such as moreover, nevertheless, then, etc. Students check own essays for possible use. Students rewrite paragraphs to close each with lead into next paragraph.	Students' own essays.
4. Write sentences that demonstrate logic, parallel structure, rhythm, emphasis.	Students read own sentences aloud to partners to check for flow and coherence. Teacher reviews coordinating conjunctions and introduces concept of parallelism. Groups hear essays and check for redundancy. "In my opinion I think Jack learned to..." for "Jack learned to..." Group checks for logic.	Students' own essays.
5. Practice proofreading and rewriting skills.	Students read each other's compositions and make suggestions and corrections. Students also rewrite after the teacher corrects their drafts.	REACH Writing System, Correction Key.

ENGLISH F

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS		
1. Student will recognize and understand use of figurative language, metaphor, simile.	After review of figurative language, metaphors, and similes, students will identify and explain the their meanings in a variety of poems.	Adventures in Appreciation, Section on figurative language (p. 308).
2. Students will recognize point of view used in literature.	After instruction on point of view (omniscient, limited third person, first person), students write essays with supporting proofs discussing point of view.	Adventures in Appreciation, Section on point of view (p. 80).
3. Student will recognize and attempt to predict plot development.	Students read "Monkey's Paw" and predict outcome at various points in story.	Adventures in Appreciation, p. 32.
4. Student will understand and analyze character growth and development in a story.	Students will read "Road to the Oaks" and complete study and discussion section.	Adventures in Appreciation, p. 42.
5. Student will identify various literary forms.	Students will compare short story and poem on the same theme.	Adventures in Appreciation.
6. Students will recognize fact/opinion bias.	After reading "Julius Caesar," students will list facts and opinions held by the conspirators.	Adventures in Appreciation, "Julius Caesar."

ENGLISH F

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
III. ORAL LANGUAGE SKILLS		
Students will participate in round table discussion using proper protocol.	After reading "Julius Caesar," students will hold a round table discussion on: Brutus acted in a manner appropriate to his time and background.	Adventures in Appreciation, p. 536.

ENGLISH F

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
IV. VOCABULARY/SPELLING SKILLS		
1. Students will show understanding of word relationships by identifying synonyms and antonyms.	Students review basic relationships between words (synonyms, antonyms) by completing exercises from vocabulary book. Students find synonyms and antonyms for words from stories read. Students "translate" short selection from reading using synonyms for at least ten words.	Adventures in Appreciation; Vocabulary Workshop, fourth course; Building An Enriched Vocabulary.
2. Students will complete analogies.	Students review synonyms and antonyms and discuss possible relationships between words.	
3. Students will practice using words from vocabulary text.	Students write sentences and stories using words from vocabulary text appropriate to their grade level.	

ENGLISH F

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
V. STUDY SKILLS		
1. Students will identify bias.	After reading Julius Caesar, students use periodical guide to locate articles on current political assassinations. Students discuss apparent bias and differentiate between fact and opinion.	Materials available in school library.
2. Students will use periodical guide.		
3. Students will recognize differences between fact and opinion.		

LANGUAGE ARTS 10 units
English Gp; English GGp 1 year

Prerequisite: 11th grade reading ability

This course is designed to expand a student's experience in literature and writing. While continuing to work on the personal essay, this course will also focus on other forms of composition. Grammar, vocabulary and spelling skills will be strengthened through student writing. The student will differentiate among literary forms and styles. Theme, analogy, and symbolism will be used to interpret literature. Homework will be required.

COURSE GOALS:

1. Continue to work on the personal essay developing more sophisticated support for ideas expressed.
2. Experiment with different forms of composition such as dialogue, monologue and creative writing in the form of story telling, poetry, etc.
3. Review literary genres and learn to differentiate among them.
4. Refine higher level reading skills of interpretation through the exploration of theme, analogy and symbolism.
5. In interpretation of literature, focus on the connotative as well as the denotative associations of words.
6. Study literary style and its relation to author's motive and the work's theme.
7. Refine oral speaking skills with presentation of original material to a large group.

COURSE BEHAVIORAL OBJECTIVES

I. COMPOSITION SKILLS

1. Continue to work on the personal essay, developing more sophisticated support for ideas expressed.
2. Experiment with various forms of composition and creative writing, poetry and story telling.

II. READING SKILLS

1. Review genres and differentiate among them.
2. Refine skills of interpretation.
3. Study literary style with author's motive and theme of work.

III. ORAL LANGUAGE SKILLS

1. Prepare and present original material individually or as part of a small group.
2. Present dramatic renderings of memorized poems or dialogues from plays read.

IV. VOCABULARY/SPELLING SKILLS

1. Strengthen use of contextual clues in defining words.
2. Study words on SAT and ACT word lists.

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LANGUAGE ARTS
English Gp; English GGp (continued)

V. STUDY SKILLS

1. Effectively use community library.
2. Practice use of outlining.
3. Study journalistic writing style.

ENGLISH G

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
I. COMPOSITION SKILLS		
1. Continue to work on the personal essay developing more sophisticated support for ideas expressed.	Students read "Our Town" and write an essay in which he/she agrees or disagrees with the author's view of nature. Incidents from the play and personal knowledge/experience should be used to support point of view.	Adventures in American Literature, "Our Town" by Thornton Wilder.
2. Experiment with various forms of composition and creative writing, poetry and storytelling.	After reading children's stories, students will attempt to create a story to appeal to younger children.	Teacher and student collections of children's books.
	Students read, remember and share folktales, then write upbeat or modern versions.	"How the Snake Got Its Rattles" by Julius Lester.
	In conjunction with the study of various forms of poetry and poetic devices students will experiment, using these forms and devices as models.	Adventures in American Literature: Free Verse - "Song of Myself" p. 316 Sonnet - "Divina Commedia I" p. 256 Ode - "Ode on Confederate Dead" p. 326 Rhyme - "The Raven" p. 154 Rhythm - "The Bells" p. 160

ENGLISH G

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING SKILLS		
1. Review literary genres and differentiate among them.	While reading a variety of literary works, students study and compare forms of poetry, short story, play and novel.	Adventures in American Literature and supplemental texts.
2. Refine skills of interpretation.	Students study theme, analogy, and symbolism, and identify these in short stories and poetry.	Adventures in American Lit.: Analogy - "The Tide Rises, the Tide Falls" p. 256 Theme - "The Bear" p. 505 "Sophistication" p. 463 Symbolism - The Red Badge of Courage
3. Study literary style with author's motive and theme of work.	Students compare styles and themes in novels of the same era: "American Dream" motif of Gatsby vs. Babbitt.	The Great Gatsby Babbitt
	Students consider novel structure and writing style in Steinbeck's Grapes of Wrath. (How do these create a compelling documentary as well as a moving fictional account of the Great Depression?)	The Grapes of Wrath

ENGLISH G

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
III. ORAL LANGUAGE		
1. Prepare and present original material individually or as part of a small group.	Students present original writing, especially story, folktale and poetry.	Student work.
2. Dramatic renderings of memorized poems or dialogues from plays read.	Students memorize a poem by E.A. Robinson ("Richard Cory") or a poem by Robert Frost and recites it to the class, to another student or to his/her response group.	Adventures in American Literature.
	Students memorize, practice and present dramatic scenes from "Our Town," Death of a Salesman or The Glass Menagerie.	Adventures in American Lit.: "Our Town" Death of a Salesman The Glass Menagerie

ENGLISH G

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
IV. VOCABULARY/SPELLING		
1. Strengthen use of contextual clues in defining words.	Students quote context, define the word and use the word in an original sentence. (Words taken from literature text, vocabulary study section.)	*Adventures in American Literature*.
2. Study SAT and ACT word lists.	Students memorize and practice analogies with the words in lessons from appropriate level vocabulary text.	SAT and ACT lists from test preparation booklets; *Vocabulary Workshop, fifth course*; *Vocabulary for College A-D*.

ENGLISH G

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
V. STUDY SKILLS		
1. Effectively use community libraries.	After reading "Our Town," students will research information on their hometowns in order to create a "word picture" of same.	Adventures in American Literature: "Our Town"; community libraries.
2. Practice use of outlining.	Students outline information gathered through library research on hometown.	Community libraries.
3. Study journalistic writing style.	Students study newspaper articles to identify "leads" in news articles. Also, students learn to differentiate among different types of journalistic writing such as news stories, features, and editorials.	Daily Review, Oakland Tribune, San Francisco Chronicle, etc.

LANGUAGE ARTS 10 units
English Hp; English HHp; English HHHp 1 year

Prerequisite: 12th grade reading and writing ability

This course is designed to review and conclude the sequence of skills developed during high school. Students will present and defend in-depth analytical papers requiring sustained reading, writing and thinking. Students will strengthen their grammar, vocabulary, and spelling skills using frequent personal and analytical writing assignments. Students will practice their reading skills by analyzing prose (novels, short stories, essays, plays) and poetry. Homework will be required.

COURSE GOALS

1. Concentrate on writing papers analyzing all literary genres.
2. Develop and support thesis statements in analytical and personal writing.
3. Develop ability to analyze and interpret prose and poetry.
4. Practice grammar, vocabulary, diction and spelling skills in personal essays.
5. Develop own style and approach in essays with understanding of audience.
6. Recognize themes in novels, short stories, plays and poetry.
7. Strengthen ability to perceive tone, style, setting, plot, characterization, etc. in literary forms.
8. Review library skills.
9. Develop oral skills in presenting and defending a position.

COURSE BEHAVIORAL OBJECTIVES

I. COMPOSITION SKILLS

1. Write an extensive analytical paper with a well-supported thesis based on prose (novels, short stories, essays, plays) and poetry.
2. Write a personal essay with a well-developed sense of style, voice, and audience.
3. Use correct grammar, diction, and spelling in all written work.

II. READING/LITERATURE SKILLS

1. Analyze and interpret prose and poetry.
2. Identify tone, setting, style, plot and characterization.
3. Identify the main themes in prose and poetry.
4. Compare and contrast themes in prose and poetry.
5. Critique literary forms.

III. ORAL LANGUAGE SKILLS

1. Enter into class discussion on literature.
2. Listen to other students and refute or support a position.
3. Read and defend own papers to class.
4. Discuss other students' papers knowledgeably.

IV. VOCABULARY/SPELLING SKILLS

1. Spell and define words taken from selected vocabulary texts.
2. Pass tests on words from frequently misspelled word lists.

(continued on next page)

V. STUDY SKILLS

1. Review note taking, outlining, editing, and proofreading skills.
2. Take notes on class discussions and on literature read.
3. Summarize newspaper and magazine articles.
4. Use the library effectively.

ENGLISH H

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
I. COMPOSITION SKILLS		
1. Write an analytical paper with a well-supported thesis on prose (novels, short stories, essays, plays) and poetry.	1) Students answer comprehension and interpretation questions on literature read. 2) Students discuss style, voice, tone and audience in literature. 3) Students read and then write analytical papers on novels, short stories, plays and formal essays. 4) Students participate in read-around groups to help develop papers.	Study and Discussion section in Adventures in English Literature; For Further Study in Adventures in English Literature; Bay Area Writing Project.
2. Write a personal essay with a well-developed sense of style, voice, and audience.	1) Students write 20-minute personal essays on topics suggested by other students, the teacher, the REACH office, National Council of Teachers of English publications, or read-around groups. 2) Students read their essays to the class or to read-around groups. 3) Students modify/correct their essays according to input from class or read-around groups. 4) Students discuss style, voice, tone and audience. 5) Students practice showing not telling.	Bay Area Writing Project: Showing-Writing: A Training Program to Help Students Be Specific; Teacher's Edition of Adventures in English Literature.
3. Use correct grammar, spelling and diction in all written work.	In all writing assignments, mechanics (including grammar, spelling, capitalization, punctuation) and vocabulary will be emphasized on an "as needed" basis. Please see "The Writing Process," pages 17-18.	California State's Handbook for Planning an Effective Writing Program; REACH Writing System.

ENGLISH H

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
II. READING/LITERATURE SKILLS		
1. Analyze and itnerpret prose and poetry.	Students read different literary genres including novels, short stories, plays, essays, and poetry, noting the differences in each form. Students discuss literature read in class discussions and take oral quizzes. Students answer comprehension and interpretations questions on literature read.	Adventures in English Literature.
2. Identify tone, setting, style, plot and characterization.	After reading a given piece of literature, students discuss, orally and/or in writing, tone, setting, style, plot, and characterization.	Scope and Sequence chart in Teacher's Edition of Adventures in English Literature.
3. Identify the main themes in prose and poetry.	After reading several pieces of prose or poetry, students identify and compare and contrast their themes.	
4. Compare and contrast themes in prose and poetry.		
5. Critique literary forms.	Students read different types of literature and identify the characteristics typical of a particular genre.	

ENGLISH H

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
III. ORAL LANGUAGE SKILLS		
1. Enter into class discussion on literature.	After reading selections from British authors, students discuss style, voice, tone and audience in small groups.	Adventures in English Literature.
2. Listen to other students and refute or support a position.	After reading a literary criticism, students defend or attack the position expressed using an Oxford debate forum.	
3. Read and defend own papers to class.	Students read analytical papers in response groups and answer group members' questions.	Student writing.
4. Discuss other students' papers knowledgeably.	Students participate in read-around groups with focus on specific types of criticism.	

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
IV. VOCABULARY/SPELLING		
1. Spell and define words taken from selected vocabulary texts. 2. Spell words from frequently misspelled word lists.	1) Students keep personal lists of unfamiliar vocabulary from texts. 2) Students keep lists of words misspelled in their own essays. 3) Students participate in: a) class/school spelling bees; b) weekly lesson from HBJ Vocabulary Workshop, complete course; c) weekly quiz on vocabulary student is responsible for; d) biweekly spelling test; e) oral quizzes on vocabulary/spelling words student is responsible for.	Vocabulary for College A-D. Vocabulary Workshop, complete course. Warriner's English Grammar and Composition. Vocabulary in Adventures in English Literature. Vocabulary in How to Pass the SAT.

ENGLISH H

CONCEPTS & SKILLS	SUGGESTED METHODS & ACTIVITIES	SUGGESTED MATERIALS
V. STUDY SKILLS		
1. Review note taking, outlining, editing, and proofreading.	Students practice note taking, outlining, editing, and proofreading for appropriate analytical personal essays. Students practice editing and proofreading in read around groups.	Student writing.
2. Take notes on class discussions, lectures, and on literature read.	Students keep notebooks throughout the year, recording assigned discussions, lectures, and reading.	
3. Summarize newspaper/ magazine articles.	Students read and discuss newspaper and magazine articles. Students summarize them and identify the main idea and point of view of each.	School library's books, magazines, newspapers, critical reviews, encyclopedias, and Guide to Periodical Literature.
4. Use the library effectively.	Students complete library quizzes designed to review library skills.	

BLOOM'S TAXONOMY

KNOWLEDGE

Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

Illustrative Behavioral Terms: Defines, describes, identifies, labels, lists, matches, names, reproduces, states.

Recalling or locating information is the most common type of classroom assignment. Information is not interpreted in any way, just simply fed back.

Examples:

> "Recite the 8 parts of speech." "What is the name of the main character in the story?" "How does the story end?" "Where does the story take place?"

This level is essential to all higher levels of thinking.

COMPREHENSION

Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), and by interpreting material (explaining or summarizing). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding. More than merely repeating something that has been heard or said.

Illustrative Behavioral Terms: Converts, explains, extends, generalizes, gives examples, infers, paraphrases, rewrites, summarizes.

Examples:

> "Tell in your own words what the article is about."
> "What does this cartoon mean?"
> "Summarize the main ideas in Chapter 2."
> "How did the main character feel at the end of the story?"

The knowledge and comprehension levels form the foundation or launching pad for higher thinking. Can't use the other levels without these. Important point though---don't leave students at these levels. Students need to extend their thinking beyond these levels.

APPLICATION

Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

Illustrative Behavioral Terms: Changes, computes, demonstrates, discovers, manipulates, operates, prepares, produces, relates, shows, solves, uses.

This is the beginning of creative thinking. It applies learning to one's own life or a new situation.

Examples:

> "What would your mother do if she were in the story?"
> "If the main character in the story came to your house, what would you have asked him?"
> "If you had been the main character, whom would you have gone to visit?"

ANALYSIS

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

Illustrative Behavioral Terms: Breaks down, diagrams, differentiates, discriminates, distinguishes, outlines, points out, relates, selects, separates, subdivides.

This level requires the ability to categorize; the ability to perceive similarity in different things, and differences in similar things.

Examples:

> "In what ways is the main character like you, and in what ways is she different?"
> "Which things in the story were real, and which were make-believe?"
> "Put the people in this article in categories according to their occupations."
> "Tell what happened in the story that couldn't have happened in real life."

SYNTHESIS

Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme of speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

Illustrative Behavioral Terms: Combines, compiles, composes, creates devises, designs, generates, modifies, organizes plans, rearranges, reconstructs, reorganizes, revises, rewrites, writes.

At this level, students take what they have learned and create or invent something entirely new. It is usually a product (story, picture, diagram, model etc.).

Examples:

> "Write a new ending for 'Red Riding Hood' that involves an elephant instead of a wolf."
> "Compose a poem about Christmas."
> "Rewrite the story from an animal's point of view."

EVALUATION

Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

Illustrative Behavioral Terms: Compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes. (All of the foregoing with supportive evidence.)

This level involves students making judgments and supporting those judgments with sound reasoning. If a student states an opinion about something, they are only operating at the evaluation level if they are able to tell why they feel the way they do.

Examples:

> "Was the boy in the story running away? How can you tell?"
> "Was the main character of the story, good or bad? Why?"
> "Compare 2 characters in the story. Tell which one you think is braver and why."

CALIFORNIA STATE UNIVERSITY

DEFINITION AND DESIGNATION OF COLLEGE PREPARATORY ENGLISH COURSES

Background

In January 1982, the Board of Trustees of the California State University voted to require students entering fall 1984 to have completed four years of college preparatory English. Following consultation with high school English teachers throughout the state and a study group assembled to review the teacher recommendations, the following Guidelines for the Definition and Designation of College Preparatory English Courses have been developed.

Course Criteria

Regular English courses for 9th and 10th graders that integrate reading and writing will be considered college preparatory. Courses in remedial reading and writing at any level will not be accepted nor will courses in beginning or intermediate English as a Second Language. English courses for 11th and 12th graders will be considered college preparatory if (1) they include writing instruction and evaluation, and require substantial amounts of writing of extensive, structured papers, expressive and analytical, demanding a high level of thinking skills; and (2) they are integrated with challenging, in-depth reading of significant literature, either imaginative or analytical, including contemporary or classical works in various genres.

Two consecutive semesters of advanced English as a Second Language may be substituted for two semesters of college preparatory English. Advanced ESL courses are distinguished from beginning and intermediate level courses by emphasis on reading and writing comparable to that in college preparatory courses except for differences in the instructional methods and materials.

Timing of Course Work

At least two of the required eight semesters should be taken during the junior year and two in the senior year. Students may wish to take two college preparatory courses in one semester in order to take electives that do not meet the criteria or to accelerate their high school program. Students taking ESL courses should try to complete beginning and intermediate level course work early in order to have time to meet the eight-semester requirement of college preparatory English.

Procedures for Designating Courses

Principals in consultation with teachers of English should decide which courses meet college preparatory criteria. Discussions with high school representatives are underway to determine the best way to communicate such decisions to CSU admissions offices. It will be most helpful if college preparatory courses are made readily apparent on transcripts. Such courses can be identified with a single character code, e.g., *, +, or P. We welcome your advice and suggestions on how best to accomplish this important communication.

Brief descriptions for all courses designated as college preparatory should be available for review. These descriptions should include information about the nature of reading and writing assignments. Descriptions for independent study and regular courses enriched for college-bound students in small schools should also be prepared. These descriptions should be available to CSU on request.

UNIVERSITY OF CALIFORNIA

PREPARATION FOR UNIVERSITY WORK

Reading

Many students are not prepared for either the kinds or amounts of reading demanded of freshmen at the University. Prospective students should become proficient in reading and understanding technical materials and scholarly works. They should learn to read analytically and critically, actively questioning themselves about the author's intentions, viewpoint, arguments, and conclusions. Students should also become familiar, and comfortable, with the conventions of standard written English, and with various writing strategies and techniques. Their reading experience should include original works in their entirety, not just textbooks and anthologies, and should encompass a wide variety of forms and topics.

Writing

Effective critical thinking and proficiency with the written language are closely related, and both are skills which every University students must master. By University standards, a student who is proficient in English composition is able to (a) understand the assigned topic; (b) select and develop a theme by argument and example; (c) choose words which aptly and precisely convey the intended meaning; (d) construct effective sentences, i.e., sentences that economically and successfully convey the writer's ideas and display a variety of structures; (e) demonstrate an awareness of the conventions of standard written English, avoiding such errors as sentence fragments, run-together sentences, faulty agreements, and improper pronoun references; and (f) punctuate, capitalize, and spell correctly.

Students who plan to attend the University must take English courses in high school that require the development and practice of these skills. They must take at least four years of English composition and literature that stress expository writing - the development of persuasive criticial thinking on the written page.

ENGLISH

WRITING SKILLS

Clarity in writing reflects clarity in thinking. College and university faculty expect students to be able to understand, organize, synthesize, and communicate information, ideas, and opinions. Students must also be able to make critical judgments, to distinguish primary and relevant ideas from those that are subordinate or irrelevant. Students will be required in their college courses to demonstrate these abilities by writing compositions, reports, term papers, and essay examinations. Because the learning process as well as the quality of the student's written work depends upon these abilities, it is crucial that these abilities be developed before students enter college.

Emphasis upon the following writing skills is not meant to diminish the importance of other forms of writing or an appreciation of literature. However, the skills listed below are fundamental for successful baccalaureate-level work.

(continued)

1. The ability to generate ideas about which to write.
2. The ability to formulate a single statement that clearly expresses the central idea of one's essay.
3. The ability to construct a paragraph that develops and supports the paragraph's main idea with examples or reasons.
4. The ability to organize paragraphs into a logical sequence so that the central idea of the essay is developed to a logical conclusion.
5. The ability to use varied sentence structures and types effectively in order to indicate the meaning, relationship, and the importance of ideas.
6. The ability to write sentences with precise and appropriate words, to distinguish between literal and figurative use of language, and to avoid inappropriate jargon and cliché.
7. The ability to vary one's choice of words and sentences for different audiences and purposes.
8. The ability to present one's own ideas as related to, but clearly distinguished from the ideas of others, which includes the ability to use documentation and avoid plagiarism.
9. The ability to support one's opinions and conclusions, including the appropriate use of evidence.
10. The ability to use dictionaries and other reference materials for the purpose of checking words and facts used in one's writing.
11. The ability to proofread one's essay for errors and omissions of both form and substance, to revise and restructure where ideas are poorly organized or where evidence is lacking, to correct the draft for errors in capitalization, spelling, and punctuation, and to produce a finished paper relatively free of sentence fragments, comma splices, agreement errors, and improper pronoun referneces.

While mastery of these skills is a cumulative process that begins in the lower grades and extends beyond college, entering students must have competence in the above skills for successful work in baccalaureate-level courses. The University of California, the California State University, and many California Community Colleges require entering students to demonstrate their level of competence in these skills before they may enroll in freshman composition courses. Increasingly, college students who have skills deficiencies are required to overcome their deficiencies through remedial work, which will not receive baccalaureate credit.

At no level of education should the teaching of good writing skills be considered the responsibility only of teachers of English. Students should be required to write regularly and frequently in other classes as well. Even though large classes make the teachers' careful evaluations of all written work difficult, students should receive evaluation of as much of their written work as possible.

(continued)

READING SKILLS

No matter what discipline a student pursues in college, his or her undergraduate education will require using the tools and techniques of information-gathering, analysis, and criticism. Most entering college freshmen will find that the amount and level of reading expected of them will be greater than that required in high school, necessitating increased reading speed and comprehension. Consequently, success in any undergraduate program depends upon good reading skills. Students should prepare themselves for college work while they are in high school by electing courses that require the reading of different kinds of material, such as literary works, scientific texts, and technical articles. In addition, they should be encouraged to do more reading than the minimum assignments, to look up the meanings and correct usages of words they do not fully understand, to know how to use the library, and to analyze and evaluate what they read.

Students who develop the following skills will be ready for the demands of the college classroom, for gathering and understanding information, and for evaluating the cogency of others' arguments. The following list of six basic reading skills is quoted from The College Board's Preparation for College in the 1980's:

- The ability to identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas in one's own words.
- The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally.
- The ability to separate one's personal opinions and assumptions from a writer's.
- The ability to vary one's reading speed and methods (survey, skim, review, questions, and master) according to the type of material and one's purpose for reading.
- The ability to use the features of books and other reference materials, such as table of contents, preface, introduction, titles and sub-titles, index, glossary, appendix, and bibliography.
- The ability to define unfamiliar words by decoding, using contextual clues, or by using a dictionary.

In addition, students should have the ability to comprehend and use technical vocabularies and symbols, and should have achieved a degree of skill in assessing the validity and cogency of technical material.

Students must acquire these reading skills in order to be ready for the kinds of undergraduate assignments that demand critical, analytical thinking - assignments that require students to judge the validity and worth of a writer's thought and to prepare a logical, reasoned, and documented response to that thought.

(continued)

While the writing and reading competencies outlined in the above portions of this statement are crucial for successful baccalaureate-level study, they are interrelated and interdependent with other competencies in speaking and listening, reasoning and studying.

HAYWARD UNIFIED SCHOOL DISTRICT

REQUIREMENTS FOR GRADUATION FROM SENIOR HIGH SCHOOL

Effective Graduating Class of 1987

Three types of requirements must be successfully completed by a student prior to graduation from high school.

Credit Requirements

Comprehensive High School

A student must earn 220 units to receive a diploma of graduation from a comprehensive high school.

Continuation High School

A student must earn 190 units to receive a diploma of graduation from a continuation high school.

Curriculum Requirements

During the process of earning the required number of units for high school graduation, a student must meet the following minimum curriculum requirements during grades 9 through 12:

Earn 40 units of **English** credit.
To fulfill this requirement, students must be enrolled in an English class each year they are attending high school. Only courses that cover the guidelines for English classes will count towards fulfilling this requirement. These guidelines will require instruction in the basic skill areas of grammar, vocabulary and spelling; reading and literature; writing and composition; and speaking and listening skills. All courses approved for English credit will be part of a skill based sequential curriculum.

Earn 20 units of **Mathematics** credit.

Earn 20 units of **Science** credit.
To fulfill this requirement, students must earn 10 units of credit in a physical science and 10 units of credit in a biological science. The biological science course will contain all of the health education information required by the Education Code. Earning 10 units of credit in an entry level biological science course will fulfill the health and state requirements provisions of the Education Code.

Earn 30 units of **Social Science** credit.
To fulfill this requirement, students must earn 10 units of credit in United States History and Geography; 10 units of credit in World History, Culture, and Geography; and 10 units of credit in American Government, Civics, and Economics.

Earn 20 units of credit in **Fine Arts, Vocational,** or **Foreign Language.**
To fulfill this requirement, students must earn 10 units of credit in two of the following three areas: Fine Arts, Vocational, or Foreign Language.

Earn 20 units of **Physical Education** credit.

Proficiency Test Regulations

Students are required by State Law and by Board of Education policy to demonstrate proficiency in reading, comprehension, English/language skills, and computational skills by passing school district approved minimum proficiency/competency tests.

Limitations

A student will be limited to a total of 10 units per year during grades 10-12 and a maximum of 20 units during high school toward graduation within the following combination of non-subject matter offerings:

Applied Office Practice
Teacher Assistant
Laboratory Assistant
School Service

201

SUGGESTED PRECOLLEGE READING

Shakespeare - Plays

1. Julius Caesar
2. Hamlet
3. King Lear
4. Macbeth
5. Romeo and Juliet

Poets - British

1. W. H. Auden
2. William Blake
3. Robert Browning
4. Robert Burns
5. Lord Byron
6. Geoffrey Chaucer
7. Samuel T. Coleridge
8. Thomas Hardy
9. Robert Herrick
10. Gerard Manley Hopkins
11. A. L. Hausman
12. John Keats
13. John Milton
14. William Shakespeare
15. Percy B. Shelley
16. Alfred Lord Tennyson
17. Dylan Thomas
18. William Wordsworth
19. William Butler Yeats

Poets - American

1. e. e. cummings
2. James Dickey
3. Emily Dickinson
4. T. S. Eliot
5. Robert Frost
6. Allen Ginsberg
7. Langston Hughes
8. Robert Lowell
9. Marianne Moore
10. Edgar Allen Poe
11. Ezra Pound
12. Edwin Arlington Robinson
13. Theodore Roethke
14. Carl Sandburg
15. Walt Whitman
16. Richard Wilbur
17. William Carlos Williams

Works in verse and prose:

1-2. Suggested above all others in this section, the Bible--at least a substantial portion of it--and Homer's Odyssey

3. Jane Austen, Emma; Pride and Prejudice
4. James Baldwin, Go Tell It on the Mountain
5. Samuel Beckett, Waiting for Godot
6. Charlotte Bronte, Jane Eyre
7. Emily Bronte, Wuthering Heights
8. Albert Camus, The Stranger
9. Lewis Carroll, Alice in Wonderland
10. Rachel Carson, The Sea Around Us
11. Willa Cather, My Antonia
12. Cervantes, Don Quixote
13. Eldridge Cleaver, Soul on Ice
14. Joseph Conrad, Heart of Darkness; Lord Jim
15. James Fenimore Cooper, The Pathfinder
16. Stephen Crane, The Red Badge of Courage
17. Daniel Defoe, Robinson Crusoe
18. Charles Dickens, David Copperfield; Great Expectations; Oliver Twist
19. Fyodor Dostoevski, The Brothers Karamazov
20. Ralph Ellison, Invisible Man

21. Ralph Waldo Emerson, Essays
22. William Faulkner, The Bear
23. Henry Fielding, Joseph Andrews
24. F. Scott Fitzgerald, The Great Gatsby
25. Benjamin Franklin, Autobiography
26. William Gerald Golding, Lord of the Flies
27. Graham Greene, The Power and the Glory
28. Thomas Hardy, The Mayor of Casterbridge;
    The Return of the Native
29. Nathaniel Hawthorne, The Scarlet Letter
30. Joseph Heller, Catch-22
31. Ernest Hemingway, A Farewell to Arms; Short Stories;
    The Sun Also Rises
32. Hermann Hesse, Siddhartha
33. Homer, Iliad
34. Victor Hugo, Les Miserables
35. Aldous Huxley, The Brave New World
36. Henry James, The Turn of the Screw
37. James Joyce, A Portrait of the Artist as a Young Man
38. John Knowles, A Separate Peace
39. Malcolm X, The Autobiography of Malcolm X
40. Herman Melville, Billy Budd
41. Arthur Miller, Death of a Salesman
42. Mythology, Bulfinch's or Hamilton's collection
43. Eugene O'Neill, Desire Under the Elms;
    Long Day's Journey into Night
44. George Orwell, Animal Farm; 1984
45. Francis Parkman, Oregon Trail
46. Alan Paton, Cry, the Beloved Country
47. Plutarch, Lives (selections)
48. Edgar Allan Poe, Tales
49. Ole Edvart Rolvaag, Giants in the Earth
50. Edmond Rostand, Cyrano de Bergerac
51. Jerome D. Salinger, Catcher in the Rye
52. Bernard Shaw, Androcles and the Lion; Pygmalion; Saint Joan
53. Sophocles, Antigone; Oedipus Rex
54. John Steinbeck, The Grapes of Wrath
55. Jonathan Swift, Gulliver's Travels
56. Henry David Thoreau, Walden
57. John Ronald Renel Tolkien, The Lord of the Rings
58. Mark Twain, Huckleberry Finn; Life on the Mississippi
59. Virgil, Aeneid (especially books 2,4,6)
60. Thornton Wilder, Our Town
61. Tennessee Williams, The Glass Menagerie
62. Richard Wright, Black Boy

SOURCE:
National Council of Teachers of English - survey
of U.S. college teachers.

SUGGESTED PRE-COLLEGE READING
Recommended by Hayward Teachers

1.	Adams, Henry	
2.	Addison & Steele	The Spectator
3.	Aeschlylus	The Orestia
4.	Agee, James	A Death in the Family
5.	Alcott, Louisa May	Little Women
6.	Anderson, Sherwood	Winesburg Ohio
7.	Angelou, Maya	I Know Why the Caged Bird Sings
8.	(Anonymous)	Beowulf
9.	(Anonymous)	Sir Gawain and the Green Knight
10.	(Anonymous)	Everyman
11.	(Anonymous)	The Second Shepherd's Play
12.	Arnold, Matthew	Dover Beach
13.	Atwood, Margret	Lady Oracle
14.	Balzac, Honore	Pere Goriot
15.	Beauvoir, Simone	The Second Sex
16.	Bellamy, Edward	Looking Backward
17.	Benchly, Robert	The Benchly Round Up
18.	Benedict, Ruth	Patterns in Culture
19.	Bennett, Arnold	The Old Wives Tale
20.	Benson, Sally	Junior Miss
21.	Boswell	The Life of Samuel Johnson
22.	Boyle, Kay	30 Stories
23.	Brennan, Maeve	In and Out of Never Never Land
24.	Brittian, Vera	Testament of Youth...Friendship
25.	Browning, Elizabeth Barrett	Sonnets from the Portuguese
26.	Browning, Robert	Men and Women
27.	Buck, Pearl	The Good Earth
28.	Bunyan, John	The Pilgrim's Progress
29.	Burney, Fanny	Evelina
30.	Butler, Samuel	Erewhen
31.	Byron	Don Juan
32.	Caldwell, Taylor	The Devil's Advocate
33.	Calisher, Hortense	In the Absence of Angels
34.	Camus, Albert	The Plague
35.	Carlyle, Thomas	

36.	Chaucer, Geoffrey	The Canterbury Tales
37.	Chekhov, Anton	Short Stories
38.	Christie, Agatha	
39.	Clemens, Samuel	
40.	Coleridge, Samuel	The Rime of the Ancient Mariner
41.	Congreve	The Way of the World
42.	Cooper, James Fenimore	The Last of the Mohicans
43.	Daily, Maureen	Seventeenth Summer
44.	Dana, Richard Henry	Two Years Before the Mast
45.	Dante	Inferno
46.	De Tocqueville	Democracy in America
47.	Dickenson, Emily	Poems
48.	Didion, Joan	Play It as It Lays
49.	Donne	Songs and Sonnets
50.	Dos Passos, John	USA
51.	Dostoevski	Crime and Punishment
52.	Doyle, Arthur Conan	Adventures of Sherlock Holmes
53.	Drabble, Margaret	A Summer Bird-Cage; The Garrick Year
54.	Dreiser, Theodore	Sister Carrie
55.	Dumas, Alexander	Three Musketeers
56.	Du Maurier, Daphne	Rebecca
57.	Duncan, Isadora	My Life
58.	Durant, Will	The Story of Philosophy
59.	Eliot, George (Marian Evans)	Silas Mariner; Mill on the Floss
60.	Eliot, T.S.	The Love Song of J. Alfred Prufrock
61.	Ephron, Nora	Crazy Salad
62.	Faulkner, William	The Sound and the Fury
63.	Fielding, Hrney	Tom Jones
64.	Fitzgerald, Zelda	Save Me the Waltz
65.	Flaubert	Madame Bovary
66.	Forster, E.M.	Passage to India
67.	Frank, Anne	Diary of Anne Frank
68.	Franklin, Rose	Claudia
69.	Friday, Nancy	My Mother, Myself
70.	Friedan, Betty	The Feminine Mystique

71.	Fuller, Iola	The Loon Feather; Gilded Torch
72.	Galsworthy, John	The Forsythe Saga
73.	Glascow, Ellen	The Voice of the People
74.	Goldsmith, Oliver	The Vicar of Wakefield; She Stoops to Conquer
75.	Gorky, Maxim	Mother
76.	Grahame, Kenneth	Wind in the Willows
77.	Grau, Shirley Ann	The Keeper of the House
78.	Graves, Robert	The Greek Myths
79.	Green, Graham	Travels of My Aunt
80.	Green, Hannah	I Never Promised You a Rose Garden
81.	Greer, Germaine	
82.	Hamilton, Edith	The Greek Way
83.	Hardy, Thomas	Tess of the D'Urbervilles
84.	Hellman, Lillian	Pentimento; Little Foxes
85.	Hersey, John	Hiroshima
86.	Heyerdahl, Thor	Kon-Tiki
87.	Homer	The Odyssey
88.	Housman, A.E.	Last Poems
89.	Hudson, W.H.	Green Mansions
90.	Hulme, Katherine	The Nun's Story
91.	Ibsen, Henrik	A Doll's House
92.	Irving, Washington	The Sketch Book
93.	Jackson, Hellen Hunt	Ramona
94.	Jackson, Shirley	Life Among the Savages
95.	Jafee, Rona	The Last Chance
96.	James, Henry	Daisy Miller
97.	Jonson	Volpone
98.	Joyce, James	Dubliners
99.	Kaufman, Sue	Diary of a Mad Housewife
100.	Keats, John	
101.	Keller, Helen	The Story of My Life
102.	Khayyam, Omar	The Rubaiyat
103.	Kipling, Rudyard	Stalky and Co.
104.	Klein, Norma	
105.	Koestler, Arthur	Darkness at Noon

106.	Lamb, Charles	Essays of Elia
107.	Lardner, Ring	Round Up
108.	Lavin, Mary	The Great Wave and Other Stories
109.	Lawrence, D. H.	Sons of Lovers; Women in Love
110.	Leduc, Violet	La Batardt
111.	Lee, Harper	To Kill A Mockingbird
112.	Le Guin, Ursula K.	The Lathe of Heaven; Earthsea Trilogy
113.	Lessing, Doris	Four Gated City
114.	Lewis, Sinclair	Babbitt
115.	Lindburg, Anne Morrow	Gift from the Sea
116.	London, Jack	The Call of the Wild
117.	MacDonald, Betty	The Egg and I
118.	MacInnes, Helen	Double Image
119.	Malory, Sir Thomas	Morte D'Arthur
120.	McCarthy, Mary	Memories of a Catholic Girlhood
121.	McCullers, Carson	The Heart is a Lonely Hunter
122.	McKenny, Ruth	My Suster, Eileen
123.	Mann, Thomas	Buddenbrooks
124.	Mansfield, Katherine	Journal
125.	Marlowe, Christopher	Dr. Faustus
126.	Marquis, Don	Archey and Mehitabel
127.	Masters, Edgar Lee	A Spoon River Anthology
128.	Maugham, Somerset	Of Human Bondage
129.	Maupassant, Guy de	Short Stories
130.	Melville, Herman	Moby Dick
131.	Milton	Paradise Lost
132.	Mithcell, Margret	Gone with the Wind
133.	Millay, Edna St. Vincent	Poems
134.	Millet, Kate	Sexual Politics
135.	Moliere	The Imposter
136.	Mitford, Nancy	Zelda
137.	Morley, Christopher	Kitty Doyle
138.	Munro, H. H.	Short Stories of Saki
139.	Munroe, Alice	Dance of the Happy Shadow
140.	Murdock, Iris	The Sand Castle
141.	Nin, Anais	Diaries
142.	Oates, Joyce Carol	Them

143.	O'Brian, Edna	A Scandalous Woman & Other Stories
144.	Richardson	Claressa
145.	O'Connor, Flannery	Wiseblood
146.	O'Hara, Mary	My Friend Flicka
147.	Olsen, Tillie	Tell Me a Riddle
148.	Paine, Thomas	
149.	Parker, Dorothy	
150.	Petry, Ann	Miss Muriel and Other Stories
151.	Patten, Frances	Good Morning Dove
152.	Plath, Sylvia	The Bell Jar; Ariel
153.	Plato	Dialogues
154.	Poe, Edgar Allen	Short Stories
155.	Pope	Essay on Man
156.	Porter, Katherine Ann	Ship of Fools
157.	Porter, W.S. (O. Henry)	Short Stories
158.	Rammaque, Erich Maria	All Quiet on the Western Front
159.	Rand, Ayn	The Fountain Head
160.	Randal, Vera	
161.	Rawlings, Majorie	The Yearling
162.	Renault, Mary	The King Must Die
163.	Rhys, Jean	Tigers Are Better Looking
164.	Rich, Adrienne	Leaflets
165.	Roberts, Elizabeth Madox	The Time of Man
166.	Rolphe, Ann Richardson	Up the San Box
167.	Roosevelt, Eleanor	On My Own
168.	Rukey, Mureil	The Speed of Darkness
170.	Sand, George	Valentine
171.	Sandburg, Carl	
172.	Saroyan, William	The Human Comedy
173.	Satre, Jean-Paul	Nausea
174.	Sayers, Dorothy	Strong Poison
175.	Scott, Sir Walter	Ivanhoe
176.	Sexton, Anne	All My Pretty Ones
177.	Shakespeare	
178.	Shelley, Mary	Frankenstein
180.	Shelley, R. B.	Prometheus Unbound
181.	Sheridan, Richard	The Rivals

182.	Shute, Nevil	*On the Beach*
183.	Smith, Betty	*A Tree Grows in Brooklyn*
184.	Spark, Muriel	*The Prime of Miss Jean Brodie*
185.	Spencer	*The Faerie Queene*
186.	Stafford, Jean	*The Catherine Wheel*
187.	Starkey, Marion	*Devil in Man*
188.	Steffens, Lincoln	*Autobiography*
189.	Stein, Gertrude	*Three Lives*
190.	Stewart, Mary	*The Crystal Cave*
191.	Stevenson, Robert Louis	*Treasure Island*
192.	Stowe, Harriet Beecher	*Uncle Tom's Cabin*
193.	Strachey, Lytton	*Eminent Victorians*
194.	Stubbs, Jean	
195.	Synge, J. M.	*The Playboy of the Western World*

Hayward Unified School District
Division of Instruction
Library and Media Services

CLASS SETS - FEBRUARY 1984

Acorn People
Across Five Aprils
Adventures of Huckleberry Finn*
Adventures of Tom Sawyer*
Adventures of Tom Sawyer (CI)
Africa Land People
Afro-American Contributors to American Life
Against A Crooked Sky
Alas Babylon
Alice's Adventures in Wonderland and Through the Looking Glass*
All Creatures Great and Small
Animal Family
Animal Farm
Anne Frank: Diary of a Young Girl*
Around the World in 80 Days
Baker's Hawk
Becket
A Bell for Adano
Ben and Me*
Ben Hur
Black Like Me
Boy who Saw Bigfoot, The
Breaking Loose
Brian's Song*
Bridge Over the Riber Kwai
Brighty*
Bronze Bow, The
Bury My Heart at Wounded Knee
Caddie Woodlawn
Call It Courage
Call of the Wild*
Captains Courageous
Captains Courageous (CI)
Cases of Sherlock Holmes
A Cavalcade of World Writing
Charlie and the Chocolate Factory*
Charlie and the Great Glass Elevator
Charlotte's Web
Cheaper by the Dozen*
Chief Joseph
Children of Odin
A Christmas Carol
Cockleburr Quarters
A Connecticut Yankee in King Arthur's Court
A Connecticut Yankee in King Arthur's Court (CI)
Count of Monte Cristo, The
Crime and Criminals
Crosswords for Teenagers
Crucible, The
Danny: The Champion of the World
Daughter of Time
Diccionario del Lenguaje Usual
A Dipper Full of Stars
Dos Novelas Picarescas
Dr. Jekyll and Mr. Hyde*
Dr. Jekyll and Mr. Hyde (CI)
Dr. Jekyll and Mr. Hyde (PP)*
Dracula
Dracula (PP)
Earth Abides
Escape!
Fahrenheit 451*
Favorite Plays for Classroom Reading

Class Sets - 2

Favorite Short Stories
Fellowship of the Ring, The
Flowers for Algernon
Frankenstein
Frankenstein (CI)
Frankenstein (PP)
Future Shock*
Gods, Heroes and Men
Goldbug and Other Stories
Good-By, Mr. Chips
Grammar, Book I (Warp)
Grapes of Wrath, The
Great Adventures of Sherlock Holmes (PP)*
Great Brain, The
Great Brain at the Academy, The
Great Science Fiction Stories
Great Stories of Sherlock Holmes*
Greek and Roman Myths*
Greyfriars Bobby*
Guiness Book of World Records, 1975
Guiness Book of World Records, 1978
Guiness Book of World Records, 1982
Halloween Tree, The
Hamlet, Prince of Denmark
Helen Keller*
Helen Keller (PP)
Hiroshima
Hobbit, The
Home Free
How Reference Resources Help Us
Human Story
I Am Fifteen and I Don't Want To Die
I Am Third
In Other Words I (Beg. Thesaurus)
In Other Words II (Int. Thesaurus)
Incredible Journey
Invisible Man, The (CI)
Invisible Man, The (PP)
Ishi, Last of his Tribe
Island of Blue Dolphins*
Ivanhoe
James and the Giant Peach*
Johnny Tremain*
Jonathan Livingston Seagull
Journey to the Center of the Earth
Journey to the Center of the Earth (PP)*
Journeys in Science Fiction
Julius Caesar
Julius Caesar (Simplified)
Kidnapped
Kim
Kim (CI)
King Arthur and his Knights (Hard Cover)
King Arthur and his Knights (Paperback)
King Must Die, The
Language, Book I
Language, Book II
Life With Father
Light in the Forest*
Lillies of the Field
Lion, the Witch and the Wardrobe, The
Little House on the Prairie
Logan's Run
Magic and the Sword, The
Mama's Bank Account
Man and Woman*
Martin Luther King, Jr.
Medicine Man's Last Stand

Miracle Worker, The
Miracle on 34th Street
Mishmash
Miss Nelson Is Missing
More Adventures of the Great Brain
More Women of Wonder
Mrs. Firsby and the Rats of Nimh
Murder of Roger Ackroyd, The
Mutiny on the Bounty
Mutiny on the Bounty (CI)
My Father's Dragon
My Side of the Mountain
Mysterious Island (PP)*
Mystery at the Weird Ruins
Mystery of the McGilly Mansion
Native Son
1984*
Night
Norse Gods and Giants
Old Man and the Sea, The
Old Yeller
On to Oregon
Ordeal By Hunger
Outsiders, The
Owls in the Family
Pearl/Red Pony, The
Pigman, The
Playing It Cool
Popular Plays for Classroom Reading
Prince Caspian
Prince and the Pauper, The
Prince and the Pauper, The (CI)
Projections in Literature
Rainbow Dictionary
Raisin in the Sun
Rascal
Red Badge of Courage
Red Badge of Courage (PP)*
Red Pony
Return of the King, The
Rifles for Watie
Robinson Crusoe
Robinson Crusoe (CI)
Roget's Thesaurus
Romeo and Juliet
Romeo and Juliet (Simplified)
Roosevelt Grady
Science Fiction (Short Stories)
Shane
Silver Chair
Silver Crown, The
Slave Dancer, The
Snow Goose, The
Sounder*
Sounds and Silences
Stop, Look, Write!
Story Poems
Summer of my German Soldier
Summer of the Swans, The
Swiss Family Robinson*
Sword and the Stone, The*
A Tale of Two Cities
Teen Guide to Homemaking
Term Paper, The
That Was Then, This Is Now
Thirty Plays for Classroom Reading
Three Musketeers, The (CI)
Three Musketeers, The (PP)
Time Machine, The
Time Machine, The (PP)
To Kill A Mockingbird
Tomorrow's Children

Class Sets - 4

Trojan War
True Grit*
Tuned Out
20,000 Leagues Under the Sea
20,000 Leagues Under the Sea (CI)
20,000 Leagues Under the Sea (PP)*
Two Towers, The
2001: A Space Odyssey*
Vocational English Book II
Vocational English Book III
Von Ryan's Express
Voyage of the "Dawn Treader," The
War of the Worlds, The
War of the Worlds, The (CI)
War of the Worlds, The (PP)*
Watership Down
Webster's Beginning Dictionary
Websters' Intermediate Dictionary
Webster's New Collegiate Dictionary
Webster's New Elementary Dictionary
Western Stories of Bret Harte
When the Legends Die
Where the Red Fern Grows
Whispers from the First Californians
Willy Wong, American*
Witch Next Door, The
Witch of Blackbird Pond, The
Wizard of Earthsea
Wizard of Oz, The (CI)
Words Are Important - Level A - Blue
Words Are Important - Level B - Red
Words Are Important - Level E - Purple
Words Are Important - Level F - Brown
World Almanac and Book of Facts, 1977
World Almanac and Book of Facts, 1983
A Wrinkle in Time
Zia (Sequel to Island of the Blue Dolphins)

LITERATURE UNITS

Action Kit
Double Action Kit
Libraries, Are for Children
Now Age Illustrated Series
Pal Unit, Set I
Pal Unit, Set II
Poetry Unit**
Prep Unit, K - 7
Reading for Pleasure, K - 6
Sports Unit**

KEY

* = Contracts available on request
** = Restricted for 8th grade level
(CI) = Classics Illustrated Series (cartoon format)
(PP) = Pendulum Press Editions (cartoon format)

To reserve class sets, please call Dictrict Library, Mrs. Hunter (extension 2719).

Hayward Unified School District
Instruction Division

SCORING GUIDE

Grades 9-12

6. Addresses the topic creatively with specific details, examples or reasons. Demonstrates an effective sense of paragraphing, with logical development and with clear transitions. Uses varied sentence patterns with no errors in sentence structure. Is virtually free from errors of punctuation, spelling, capitalization and usage. Demonstrates a lively sense of style with appropriate word choice. Handwriting is neat and legible.

5. Addresses the topic directly, with some originality of view, and with ideas developed through specific details or examples. Demonstrates a clear sense of paragraphing with logical development and some transition devices. Uses varied sentence patterns, with minimal errors in sentence structure. Is virtually free from errors of punctuation, capitalization, spelling and usage. Demonstrates a pleasing sense of style with appropriate word choice. Handwriting is neat and legible.

4. Addresses the topic directly, either with some originality of view or with a standard view well expressed. Demonstrates a basic sense of paragraphing, logical development, and some attempts at transition. Uses some variety of sentence patterns, with minimal errors in sentence structure but none which impedes comprehension. Is free from major errors of punctuation, capitalization, spelling and usage. Demonstrates a sense of style. Handwriting is acceptable.

3. Addresses the topic in some way, tends to be more general than specific. Demonstrates a basic sense of organization, with fundamental sense of paragraphing. Uses some variety of sentence patterns, but may contain errors in sentence structure. Contains common errors in punctuation, capitalization, spelling and usage, but none which seriously impede comprehension. Style may be undistinguished. Handwriting is under control.

2. Attempts to address the topic, but may be simplistic and undeveloped. Demonstrates some sense of organization. Contains fundamental errors in sentence structure, some of which may impede comprehension. Contains common fundamental errors in punctuation, capitalization, spelling and usage, some of which may impede comprehension or require major re-reading. No sense of style is apparent. Handwriting is basically legible but may be illegible at times.

1. Makes some attempt to respond to the topic, but may be extremely simplistic, brief, or random. Contains frequent fundamental errors in sentence patterns. Contains frequent fundamental errors in punctuation, capitalization, spelling, and usage; basic ideas are confusing and/or unintelligible. Handwriting may be erratic and lacking control.

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Revised May 1984